An Evaluation of the Blended Pedagogy applied in the Municipal Minimum Competence Program: The Case of Drakenstein and Mossel Bay

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ABSTRACT

The recognition of the highly complex and dynamic nature of service delivery in South Africa today has resulted in the requirement of municipal finance management reform which has been initiated by the Municipal Finance Management Act 56 of 2003 and various other pieces of legislation. The aim of the Municipal Finance Management Act is sustainable and sound financial management practices towards improving service delivery, through becoming more responsive to the evident underlying challenges with regard to the lack of competency concerning finance and supply chain management officials. The realisation of competency of said officials is administered by the School of Public Leadership as one of many service providers, through the Municipal Minimum Competency program of which two different training methods are utilised to conduct the program. The research hypothesis under study is to determine which of the two pedagogies, hereinafter referred to as the Drakenstein conventional and the Mossel Bay blended pedagogies has a better learning result on the competency of finance and supply chain management officials through the Municipal Minimum Competency program.

The theoretical foundation of factors such as good governance principles, the aims and objectives of the MMC program, and vital knowledge constituting the technical skills of finance management through finance literacy and numeracy competence illustrates the role that capacity development plays in overcoming service delivery challenges at municipal level in terms of finance management. Furthermore, the legislative framework guiding local government specifically affecting the MFMA, shows the means by which sound finance management must be realised. The legislative framework also provides a guide which municipal finance and supply chain management officials must adhere to, as no government responsibilities can be fulfilled outside the framework of the law.

The identification of the differences between the structure, strengths and weaknesses of training modes under study pertaining to the Drakenstein conventional and Mossel Bay blended Training modes provided information substantiating the analysis of the results. The collection of data specific to the two training modes required an empirical evaluation study to be utilised which involved a mixed methods approach including both numerical and textual data. The sample size of the study was determined through the willingness of learners from each

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municipality to participate, as well as the submission of feedback on both pre-course evaluations issued before commencement of the contact sessions and post course evaluations issued after the completion of each training case.

Kirkpatrick's model determined the steps taken in defining the learning results of the training of which only Levels One, "reaction" and Two, "learning", has been completed,. The two levels guided the collection of information used to conduct an evaluation of the training modes applied in the Municipal Minimum Competence Program which included pre and post course evaluations of each pedagogy. The analysis and interpretation of the reaction and learning of each training mode illustrated here revealed no significant differences between the two. However, it can be concluded that, due to differences in the learning level and the reactions towards the training event, which provided factors that affected performance in Level Two learning, evidence provided by analysis of the case studies indicated that the Drakenstein Conventional Training gained a higher performance rating in the evaluation of the training modes affecting the realisation of Municipal Finance Management Act. Higher levels of competency were attained. This finding provides ground for recommendations to adjust the Blended Training method in order to eliminate shortcomings.

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OPSOMMING

Erkenning van die huidige uiters komplekse en dinamiese aard van dienslewering in Suid-Afrika het gelei tot die vereiste dat munisipale finansiële bestuur hervorm word soos deur die Wet op Munisipale Finansiële Bestuur en ’n verskeidenheid verdere wetgewing geïnisieer. Die doel van die Wet is volhoubare en gesonde finansiële bestuurspraktyke vir die verbetering van dienslewering, deur al hoe meer gevoelig te wees vir die duidelik onderliggende uitdagings met betrekking tot die gebrek aan bevoegdheid onder amptenare wat by die bestuur van finansies en die verskaffingsketting betrokke is. Die verwesenliking van die bevoegdheid van die genoemde amptenare is deur die Munisipale Minimum Bevoegheidsprogram van die Skool vir Publieke Leierskap, een van vele diensverskaffers, geadministreer. Twee verskillende opleidingsmodusse is gebruik. Die navorsingsprobleem wat aangespreek is, was om te bepaal watter een van die twee opleidingsmodusse van die Munisipale Minimum Bevoegheidsprogram, hier na verwys as die Drakenstein konvensionele en Mosselbaai vermengde modusse, 'n groter impak het op die bevoegdheid van amptenare om finansies en die voorsieningsketting te bestuur, wat op sy beurt die verwesenliking van die Wet op Munisipale Finansiële Bestuur se doelwitte betrek.

Die teoretiese grondslag van faktore soos goeie bestuursbeginsels, die doelstellings en doelwitte van die Munisipale Minimum Bevoegheidsprogram, en noodsaaklike kennis betreffende tegniese vaardighede vir finansiële bestuur deur finansiële geletterdheid en gesyferdheidsbevoegdheid illustreer die belangrikheid van kapasiteitsontwikkeling om diensleweringsuitdagings in terme van finansiële bestuur op munisipale vlak te oorkom. Verder toon die wetgewende raamwerk wat al drie regeringsvlakke, maar veral plaaslike regering spesifiek met betrekking tot die Wet op Munisipale Finansiële Bestuur begelei, die manier waarop gesonde finansiële bestuur bewerkstellig moet word. Die wetgewende raamwerk bied ook ’n riglyn waaraan munisipale amptenare in beheer van finansies en die verskaffingsketting moet voldoen, aangesien geen regeringsverantwoordelikhede buite die raamwerk van die wet nagekom kan word nie.

Die identifisering van die verskil tussen die struktuur en sterk- en swakpunte van die opleidingsmodusse wat met betrekking tot die Drakenstein konvensionele en Mosselbaai vermengde metodes bestudeer is, het inligting verskaf wat die ontleding van die resultate

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gestaaf het. Versameling van spesifieke data vir die twee opleidingsmodusse het die gebruik van ’n empiriese evalueringstudie vereis, waarvoor 'n gemengde metodes benadering met insluiting van beide numeriese en tekstuele data gevolg is. Die steekproefgrootte is bepaal deur die bereidwilligheid van leerders uit elke munisipliteit om deel te neem, sowel as die voorlegging van terugvoer oor die twee evaluerings wat die kursus voorafgegaan het en voor die aanvang van die kontaksessies uitgereik is, en kursusevaluerings ná voltooiing van elke opleidingsessie.

Kirkpatrick se model is gebruik vir die stappe wat gevolg is om die impak van die opleiding te bepaal op Vlak Een, “reaksie” en Twee, “leer”. Die twee vlakke het die versameling van inligting vir die evaluering van die impak van die opleiding begelei deurdat evaluering van elke opleidingsmetode vóór en ná die kursus uitgevoer is. Die ontleding en vertolking van die reaksie en leer met betrekking tot elk van die geïllustreerde opleidingsmodusse het geen betekenisvolle verskille tussen die twee aan die lig gebring nie. Dit kan egter afgelei word dat getuienis van faktore wat as gevolg van geringe verskille in die vlak van leer en reaksies teenoor die opleiding deur ontleding van die gevallestudies gelewer is, prestasie in die Vlak Twee leer beïnvloed het en 'n hoër prestasiegradering met betrekking tot die evaluering van impak op Munisipale Finansiële Bestuur aan die Drakenstein konvensionele opleiding verskaf het. Hoër vlakke van bevoegdheid is bereik. Hierdie bevinding bied ’n basis vir aanbevelings om die vermengde opleidingsmetode aan te pas ten einde tekortkominge uit te skakel.

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ABBREVIATIONS

BAC	Budget at Completion
GRAP	Generally Recognised Accounting Practices
ICT	Information Communication Technology
IDP	Integrated Development Plan
IMFO	Institute of Municipal Finance Officers
LGSETA	Local Government Sector Education and Training Authority
MEC	Members of Executive Council
MFMA	Municipal Finance Management Act 56 of 2003
MMC	Municipal Minimum Competency Program
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
PFMA	Public Financial Management Act 1 of 1999
SETA	Sector Education and Training Authority
SPL	School of Public Leadership

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CHAPTER ONE: AN INTRODUCTION

1.1 INTRODUCTION

An evaluation of the pedagogies applied to the Municipal Minimum Competence Program affecting the realisation of the Municipal Finance Management Act 56 of 2003 concerning the case of training in Mossel Bay and Drakenstein municipalities will be conducted. Chapter one will provide a background rational revealing the significance of the Municipal Finance Management Act in terms of service delivery and governance as well as the importance of the training presented by the School of Public Leadership towards the realisation of sustainable and sound municipal finance management. Secondly an outline of the theoretical literature surrounding the study, further elaborated on in chapter two, as well as the research problem and objectives and limitations experienced are discussed and lastly a brief indication of each chapter to follow is provided.

1.2 BACKGROUND RATIONAL

South Africa is in need of efficient and effective, as well as strong leadership in order to confront the highly complex service delivery challenges faced today, in terms of financial management. In order to combat these ever increasing challenges, government has implemented the Local Government: Municipal Finance Management Act 56 of 2003 (MFMA) (Republic of South Africa, 2003), which entails a reform of municipal finance management and requires financial and supply chain management municipal officials to comply with the necessary training to ensure their competence in all required aspects as per the Municipal Regulations on Minimum Competency Levels (National Treasury, 2007). This training is offered in the form of a program called the Municipal Minimum Competency Program and is presented by an accredited service provider, such as the School of Public Leadership, hereinafter referred to as SPL.

The challenge at all levels of government include a scarcity of financial resources and therefore based on a local level of governance being in direct contact with communities, municipalities must take responsibility towards achieving objectives within its financial and administrative capacity to do so (Delener, et al., 2013:564). Hence, stressing the need for a public manager's full understanding of what financial management constitutes and the ability to apply cost accounting techniques to develop the ability to manage a dynamic contemporary society of

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today (Burger, 2014:3-12). It has been established by Delener, et al. (2013:564) that South African municipalities face challenges in meeting service delivery demands due to a gap between good leadership and the inability to efficiently manage public funds hence the high numbers of service delivery disputes (Delener, et al., 2013:564).

The need for more effective finance management within public institutions, in particular local government, is also partially owed to the change in environmental characteristics of the immediate environment that local government is obligated to serve. Amongst these characteristics are factors, such as changes in settlement patterns, increase in the population size, as well as the change in the needs and requirements of the citizenry with in the respective areas of jurisdiction of each municipal area. Therefore, sustainable, effective and efficient and sound financial management practices must be established in response to the environmental changes, which requires a strategic approach (Mahlaku, 2013:9).

Municipal service delivery is dependent on what government agreed to provide the citizenry and what can be described as the right to basic services as referred to in the Constitution (Republic of South Africa, 1996) and protection of what the citizenry values. This therefore determines the generation, consignment and consumption of resources, which refers to how service delivery is sustained and furthermore delineates the importance of the legal background of the study within which all levels of government functions must adhere to (Burger, 2014).

South African municipalities face problems owing to the reluctance of national government to relinquish its power towards a more decentralised organisational structure and thus its continued neoliberal ideology which reinforces local government lack of independency and equitable revenue shares (Delener, et al., 2013:565). The reluctance of national government to allow local government to function as a separate entity in terms of financial management is justified due to the present state of affairs concerning poor service delivery and wasteful or fruitless expenditure further validated through public discontent.

Financial management within South African municipalities has been under immense pressure to perform due to challenges created during the apartheid era. There has been a considerable increase in municipal jurisdictions and the quantity of service delivery due to the unification of historically separated residential areas and because the majority of the population are less privileged as a consequence the tax base has remained the same. Therefore, there is a need to provide services more efficiently and effectively with value for money or a more innovative resource utilisation approach as expected of a highly effective organisation, which is an important component for a public sector organisation. Furthermore, the financial situation created in the public sector by the apartheid era has also resulted in deteriorating infrastructure,

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service backlogs, and borrowing capacity which promotes further financial concern (Republic of South Africa, 1998; Burger, 2014; Khambule, 2013:11) (Nyalunga, 2006).

In addition, government has been experiencing the loss of most of its proficient workforce in the financial sector as well as a rise in expenses due to salary increases necessary to compete with the private sector so as to retain its personnel (Republic of South Africa, 1998) In an effort to support the movement toward transformation of the financial crisis faced by South African municipalities, government has implemented the Municipal Finance Management Act 56 of 2003 (MFMA) (Republic of South Africa, 2003). Its objective is to facilitate an improvement on municipal financial capacity or numeracy competence and financial literacy in order to ensure the sound and sustained management of fiscal and financial affairs, relative to municipalities, by means of the establishment of norms and standards while allowing room for discretion and innovation of financial actions, transaction, and other financial matters. (National Treasury, 2013:4; Republic of South Africa, 1998). According to Khambule, "there is the issue of capacity problems associated with lack of training and skills development in municipalities that needs to be addressed" (Khambule, 2013:11-12).

1.3 PRELIMINARY LITERATURE REVIEW

The literature study will provide a theoretical basis covering skills development and strong public financial management. Given that the main objective of the Municipal Minimum Competence training is based on the skills development of officials towards realising financial and supply chain competence within municipalities, the importance of developing skills and training delivery methods is highlighted. Furthermore, the study will explore the need for evaluation as well as a critical analysis of the Kirkpatrick model that will be used to appraise program and training value. The theory of significant aspects of financial management and key governance principles will be review towards the theoretical realisation of strong finance management which gives an indication of the training content covered in the program.

1.4 RESEARCH HYPOTHESIS

The Municipal Minimum Competency Program, hereinafter referred to as the MMC program's broad aim is in aid of appropriating the required level of knowledge, and relevant skills necessary to enable the improvement of the quality of public service in South Africa with regard to financial management at local government level. The MMC program has undergone some changes in terms of pedagogy in order to enhance learner's understanding of the program

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content using various learning techniques as part of a blended training which according to Kaplanis (2013) was designed to bridge the gaps between theoretical application and practice. The intention of focusing on the performance of the blended pedagogy is supported by the notion that blended learning is a more responsive method with which to enhance learning capabilities. Therefore, the hypothesis of the study is as follows:

The blended pedagogy used to conduct the facilitation of the MMC program at Mossel Bay municipality will have a better outcome on learning results in terms of the attainment of competence on skills development and training of finance and supply chain management officials in comparison to the more conventional pedagogy.

The information provided in conclusion of this study intends to inform the necessary changes needed to facilitate the sustained improvement of the program, through acting on informed data provided by the participants of the two different pedagogies. Overall it aims to create a more effective program with the sole aim of improving teaching and learning on the course content of municipal finance management that would cause a chain reaction of improved capacity and, in turn, improved service delivery. This will be accomplished through the evaluation of the blended pedagogy of the program while using the more conventional pedagogy as a reference, and establishing what the participants' perceptions are to the training prior to and after the course in each case indicating any existing changes and the consequences these factors had on the learning results as well as considerations for the resulting successes or failures. The study will provide recommendations to improve the performance of the blended pedagogy in terms of learning results towards the improvement of MMC program delivering its expected learning objectives.

1.5 RESEARCH OBJECTIVES

The evaluation of the two pedagogies under study will be based on the Kirkpatrick model which will identify which of the two pedagogies produced a better outcome on attainment of competency in terms of the Drakenstein and Mossel Bay cases. Therefore, the evaluation will also serve as a remedy to poor performance in terms of learning analysed to determine the improvements necessary to facilitate the enhancement of learning outcomes based on the reaction and learning results of the more conventional pedagogy as well as that of the blended pedagogy.

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In order to conduct the evaluation study the Kirkpatrick model will be utilised as a tool to measure the reaction and learning results of each pedagogy. Kirkpatrick's model provides a valuable means of training evaluation as it measures four different outcomes that are expected from a highly effective training program of which only the first two including reaction and learning will be made use of for this study (Kirkpatrick & Kirkpatrick, 2009; The Kirkpatrick' Model of Training Evaluation). Therefore, the study objectives will evaluate whether the blended and conventional pedagogies applied to the MMC program significantly varies in terms of reaction and learning results determining the level of capacitation of finance and supply chain management officials. These objectives can be listed as follows:

- To review literature that will provide the theoretical basis informing the skills development and the training methods utilized towards strong financial management as well as the key elements surrounding strong financial management.
- To give an overview of the legislation informing the jurisdiction on which skills development and strong municipal financial management must be based as well as the competency requirements.
- To establish the means with which to collect the required data that will substantiate the evaluation of the blended and conventional pedagogies.
- To identify the variations of ICT's used between the two pedagogies applied to facilitate the MMC program in the two cases.

- To analyse the perceived and actual learning value of the two pedagogies applied to the MMC program presented to learners from Drakenstein conventional training and Mossel Bay blended training modes.
- Finally to reveal whether the results of the evaluation of the blended and conventional pedagogy prove or disprove the hypothesis based on the notion that blended learning is a more responsive and valuable pedagogy.

1.6 RESEARCH METHODOLOGY

The methodology of the study is based on an empirical evaluation for which the sample population was determined by non-probable accidental sampling. The sample population was dependent on the selected group of registered participants completing MMC program offered to Mossel Bay (more conventional training) and Drakenstein (blended training) municipalities, possible through access to personal information on questionnaires as well as the program

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website. Furthermore, the sample size was determined by the consent and provision of pre and post course questionnaires of the learners in each case.

The first two levels of Kirkpatrick's model will be employed as a combined objective in the evaluation of the conventional and blended training modes to aid in determining the performance in terms of reaction and learning results in each case of the MMC program as discussed in section 1.5 above.

- *Level one – Reaction:* addresses the participants' reaction to the value of the training and perception both before and after the course as well as perceived competence and knowledge using structured questionnaires. The structured questionnaires will be in the form of a pre-course evaluation as well as a post course evaluation in order to assess the change in reactions in each case which may have an impact on the performance of respective participants.
- *Level two – Learning:* assesses whether trainees have grasped the skills and the knowledge of the training program and thus gives an indication of the level of learning that took place through analysing the attainment of competency achieved by the learners in each case.

The pre and post course questionnaires measured the reaction level one and perception of competence knowledge which was then triangulated with the actual results level two achieved by each participant of the study which will be triangulated based on the hierarchical structure of the Kirkpatrick model.

1.7 LIMITATIONS

The limitations of the study include the limited time in which to collect the empirical data based on all four levels of the Kirkpatrick model which therefore only allowed for levels one and two to be completed, which includes reaction and learning. Furthermore, the sample population remained small due to poor response rates in terms of the required feedback at all levels of evaluation including pre and post course evaluations. The sample population was further reduced due to the presence of outliers whom registered for a less than adequate number of unit standards or more than adequate and therefore significantly affected learning or actual results. Therefore, providing for the limitations with regards to outliers a comparison between the two cases reaction and learning levels both including and excluding outliers was conducted. However, the outcomes showed an insignificant difference in terms of reaction although in terms of learning and actual results a more significant difference was noted. Given the

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insignificant variation in each case regarding the comparison of the level one reaction phase the comparison of the data was not conducted, however the comparison of learning results was conducted proving the need to do so.

1.8 CHAPTER OUTLINES

A brief description of the aspects of the study that will be covered in each chapter follows.

Chapter One: An introduction to a training evaluation of the Municipal Finance Management Program and all factors informing the study

This chapter provides a framework to the training evaluation of the conventional and blended pedagogies applied to the Municipal Minimum Competency Program with regards to the background, definition of concepts and the problem statement, as well as the research aims and objectives.

Chapter Two: A literature review informing the theoretical foundation of a Training Evaluation study

The literature study will include a review the beneficial aspects of skills development and evaluation and therefore how organisational or program performance can be enhanced. Subsequently a theoretical foundation informing the most suitable pedagogy for skills development will follow which will inform the background to the evaluation of the training methods used to facilitate the MMC program. In addition, a critical analysis of the Kirkpatrick's model will be elaborated on informing the reasons for selecting it for this particular study as the instrument to determine the learning results of the Drakenstein conventional and Mossel Bay blended training modes applied to the MMC program.

Additionally a review of the basis of governance and Municipal finance management shows the significance of key governance principles that support sound financial management and as well as the importance of financial literacy and numerical competence essential for financial and supply chain management officials in a municipality towards improved performance.

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Chapter Three: A legislative framework informing sound municipal finance management

Chapter Three will entail an overview of the legislation informing the jurisdiction on which strong municipal financial management must be based in terms of the Constitution, Municipal finance management act, skills development act, along with all relevant legislation governing the actions of municipal finance and supply chain management officials.

Chapter Four: The research design and methodology used in the training evaluation of the study

Chapter Four will state the nature of the data on which the research is based. The research will be conducted through the use of an empirical evaluation study, which generates primary data that will employ both qualitative and quantitative data in the form of both textual and numerical data. It also provides a framework, which shows how the data-collection process will take place and discusses the pre- and post-course questionnaires that will be utilised in the data-collection process.

Chapter Five: A case study analysis of the conventional and blended mode training methods applied to the Municipal Minimum Competency Program

Chapter five provides an introduction to the MMC program as well as a brief summary of the content to be covered during the training. Furthermore the chapter will include a description of the differences between the training alternatives applied to the Municipal Minimum Competence Training. Furthermore, a comparative study of each case of the Drakenstein conventional pedagogy will be analysed against that of the Mossel Bay blended pedagogy. The comparative study will allow a conclusion to be drawn on which method would theoretically be most effective regarding the level of integration of ICT's in achieving competency of required officials and thus determining the expected learning results of each method of training.

Chapter Six: Results

The processing of data provided by the pre and post course questionnaires of both cases will be processed into bar graphs with the use of the SPSS program including a display of the pass rate in terms of the two assessments**.** This will provide a more interpretive display of the feedback

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provided and the results attained by each group of participants, as well as allow for comparative studies between the reaction and learning differences in both questionnaires.

Chapter Seven: Findings, recommendations and conclusion

Chapter Seven will include an analysis of the findings, which will be cross referenced with both the case study analysis and results where possible allowing for interpretation based on factual evidence.

Chapter Eight: Recommendations and conclusion of the training evaluation study

Chapter eight will give recommendations on how to improve the learning results of the training methods based on the short comings of the findings and a concise conclusion of the study.

1.9 CONCLUSION

The chapter provides a concise introduction to the basis of the study through providing a background giving the reasons for conducting the study, a brief overview of the literature informing the study as well as the research problem, objectives and finally an outline of what can be expected in each chapter. The study is intended to determine whether any significant variance in learning results exist between the Drakenstein conventional and Mossel Bay pedagogies in order to inform means to enhance the training towards sound financial management at municipal level. In essence, the study aims to determine the learning results of the training methods applied to both Drakenstein and Mossel Bay municipal minimum competency programs, with the use of Kirkpatrick's model of evaluation and the guidance of the literature and legislature informing the various factors affecting the training.

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CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The literature study will provide a theoretical basis covering skills development and strong public financial management. Given that the main objective of the Municipal Minimum Competence training is based on the skills development of officials towards realising financial and supply chain competence within municipalities, the importance of developing skills and how this can be beneficial to organisations is highlighted. Furthermore, it will discuss why human resource skills development is important to the Municipal Finance Management and the benefits that could be realised in terms of capability and production of output. The types of pedagogies applicable to the facilitation of learning and teaching and their challenges will further be covered.

The literature study will further include an overview of evaluation and its purposes, and the model that will be used to appraise program and training value. The theory of significant aspects of financial management and key governance principles will be review towards the theoretical realisation of strong finance management which give an indication of the training content covered in the program.

2.2 HUMAN RESOURCE SKILLS DEVELOPMENT

Millions of rand are spent on skills development in South Africa on an annual basis in pursuit of becoming a more competitive country. Training and development is an important factor amongst various other factors, such as international competition, corporate reorganisation and technology advances, social and economic pressures. South Africa's vigorous intent of increasing the use of skills development is met by improved employer strategic business and operational goals (Armstrong, 2006:340).

The ability of an organisation to meet its goals and objectives can be used as a measure of effectiveness and hence enhanced performance. Efficiency of an organisation is also determined by its use of a smaller amount of inputs in comparison to the production of a higher amount of output. The most prominent questions for human resource professionals have become, who should be trained and in what areas, by whom, when, what outcomes should be expected and the costs involved (Mihaiu, Opreana, & Cristescu, 2010: 137; Pauw et al, 2015: 32; Armstrong, 2006: 340). According to McKinney (2013, 123; 458), goal achievement is

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protected through control measures as pre-emptive and monitoring devices. Therefore, goal achievement is dependent on the effectiveness of control which requires competent personnel, in order to promote control towards goal achievement, performance and functions entrusted to these competent personnel must be based on continuous learning.

The most prominent questions for human resource professionals have become, who should be trained and in what areas, by whom, when, what outcomes should be expected and the costs involved. These questions can be answered given the legislative framework provided in chapter three in terms of municipal mandates as well as the role and responsibilities of finance and supply chain management officials that have been clarified by the Municipal Finance Management Act 32 of 2003 in terms of the competency required by each.

The Importance of Skills Development to Municipal Finance Management

Robbins and Decenzo (2004:20) and Shai (2014:15) state that skills is a necessary aspect of attaining a performance goal as it is defined as the proficiency to exhibit a system and sequence of behaviour required to achieve performance goals. Skills development is an essential instrument in the pursuit of overcoming present-day challenges such as the increasingly complex and dynamic societal needs and requirements that exist today. The growth in capacity will increase competitiveness, constant growth and innovation (Robbins & Decenzo, 2004:20; Shai, 2014:15).

Governance can decide the style of management of public resources; a legislative framework within which to operate and control public managers. Therefore, governance is reinforced by the law, nonetheless the quality of governance is determined by the management style through the, “skilled deployment of resources” as stated by Burger (Burger, 2014:1; McKinney, 2015: 123). Continued capacity development is required for public sector entities to be effectively and efficiently operational and therefore able to attain intended outcomes especially given the changes in environment and individuals. Successful service delivery is ensured through subsequent governance and staffing structures and their ability to adapt and perform given legal and policy, environmental, economic, political, and risk changes (Consultation Draft, 2013: 27).

However, according Snyman (2005:10-12), the chief executive officer of the Institute of Municipal Finance Officers (IMFO), it is vital for municipal finance officers to be regularly exposed to capacity building programs in local government finance to allow for quality provision of services under dynamic and complex circumstances. In order to ensure the quality

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of governance, in particular the accountability, integrity, ethics and effectiveness of government in municipal finance departments, skills development becomes an important tool to achieve organisational goals and improving the fulfilment of official duties regarding service delivery (Snyman, 2005:10-12; Burger, 2014:1; Osei-Tutu, 2007:1-2). In addition to the quality of governance numeracy competence and financial literacy becomes essential to achieve sound financial management objectives.

The Constitution (Republic of South Africa, 1996) states that municipal management officials are responsible for the improvement of basic service delivery, based on the premise of good human resource management as well as career development practices. Therefore, skills development is an essential aspect of organisation effectiveness (Mohlala, 2011; McKinney, 2015: 123).

As a result of the movement from the apartheid era towards a democratic society, skills development has becomes an inherently important factor is the reform of local government and municipalities due to the past exclusion of majority of the country's population. Therefore, skills development would provide potential for the realisation of capacity building hence improvements on service delivery through sound financial management as a resource (Snyman, 2005:10-12; Mohlala, 2011:3).

Strategic and systematic capacity building would hence lead to enhance levels of skills and knowledge in management of public funds. In support of the notion of skills development at local government level, the Local Government Sector Education and Training Authority was established (LGSETA). LGSETA has added to the recognition of the need for skills development in local government public finance management at basic, intermediate and advanced levels. Therefore, also improving employability status of finance officials through capacity building (Snyman, 2005:10-12; Mohlala, 2011:4-5).

Training and skills development, as a long-term solution in municipal finance management, is essential in capacitating finance and supply chain officials to perform at an increasingly more efficient rate. This has become necessary due to a progressively complex and dynamic service delivery environment in conjunction with financial disparities, and the transformation of the municipal finance sector as a result of the country's past. The training supplies both finance and supply chain management officials with the tools to meet municipal mandates within their financial capacity. Furthermore, it also allows for a sustained supply of qualified and employable officials due to the loss of skilled labour to the private sector with reference to section 1.2 (Robbins & Decenzo, 2004:20; Shai, 2014:15; Delener, et al., 2013:564; Khambule, 2013:11).

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2.3 TRAINING DELIVERY

Teaching and learning form the foundation for the development of skills and competencies, however due to the complex global challenges faced today there is a requirement that learners develop new skills in response to overcoming these challenges. Given the need for continued development of skills in the public sector as a result of the constant changes brought about changes in environment and personnel which affect performance, it has become necessary to improve access to more responsive training resources. Training delivery options for the development of skills and competencies can take various approaches based on the needs of the training including five options namely Instructor-Led Training (ILT), Virtual Instructor-Led Training (VILT), Video Learning, Computer-based Training (CBT), and Web-based Training (WBT) (Fontenot, 2011).

Firstly, instructor-led training refers to the approach whereby training is delivered to a group by a knowledgeable instructor or facilitator with experience in facilitation and mentoring skills. Secondly, virtual instructor-led Training is a combination of instructor led training and a virtual, online classroom through web applications which acts as a platform to lectures and tutorials. Thirdly, video learning can be used a replacement for instructor-led training and can be delivered through audio-visual media. Fourthly, computer based training delivers instruction via a computer with the use of specific software connected to one access point. Finally, web-based training uses internet delivery which can be accessed anytime and anywhere (Fontenot, 2011).

According to Scott (2015: 1) experts have recognised that the lecture method or instructor-led training is to some extent ineffective with regards to developing critical thinking, innovative and problem solving abilities which are more responsive to twenty first century required skills and competencies. Training methods or pedagogies are rarely adapted to improve quality of learning however due to the need to sustain engagement and collaboration through real world experiences to develop higher order skills the need for adaptation is prominent (Li, 2014: 105-106; Scott, 2015: 1).

2.3.1 Transforming Training Methods

The development of higher order thinking skills with regards to Competency-based learning combined with technologies such as ICT's, innovate learning methods through enquiry and problem-based approaches such as the five approaches mentioned by Fontenot (2011) (Scott, 2015: 3). According to Means, Toyama, Murphy and Baki (2013: 2) given that the lecture

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method as referred to by Scott or he instructor-led method by Fontenot (2011), has been regarded as lacking due to boredom and indifference, the use of ICT's are utilised to complement learning as tools and platforms supporting social networking, collaboration, and reflection (Li, 2014: 105 -106; Picciano, Dziuban, & Graham, 2014: 8).

Owing to the need of increased collaboration and sustained engagement the simultaneous use of online learning through the use of ICT's sufficiently meet the requirements. ICT's therefore promotes transformation of pedagogy given that they allow for interaction amongst mentors and peers and the ability to practice and apply newly acquired skills and knowledge supporting a more learner centred approach. This type of approach improves motivation for learning, retention rate and participation rates through deeper learning and improved attention (Scott, 2015: 3; Means, et al.2013: 6; Li, 2016: 106-108).

2.3.1.1 Advantages of the use of ICT's in learning

- Continuous connection to knowledge and resources and thus increased availability of learning has the potential to transform the manner in which complex problems will be solved,
- The movement of learning beyond classrooms and access to integrated global resources on an anytime and anywhere attainment basis towards the development of knowledge.
- Open education courses are designed to accommodate a substantial amount of learners at one time,
- Lifelong learning frameworks create more comprehensive and flexible prospects applicable to various learning needs, based on the crucial aspect of self-responsibility for learning,
- Although learning professional are vital learning professionals/lecturers/facilitators remain central to learning, despite the conceptualisation of training ICT's provide online educational resources such as videos, feedback and online support.
- Technology will sustain personalized learning methods and facilitate inclusion and equity,
- The expectation that learning strategies and pedagogical approaches will go through radical changes for learners of all ages and abilities,
- The contribution of ICTs will allow for more learner-centred approaches, promising personalized learning.

(Means, et al. 2013: 9-16).

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2.3.2 Online and Blended Learning

Means, et al (2013: 6) refer to online learning as either purely online or blended learning in addition to the conventional or lecture methods. Online learning makes reference to learning that takes place exclusively over the internet while blended learning refers to combined methods including face-to-face or conventional as well as internet learning of which 25% or more is completed online. While Picciano, et al. (2014: 21) refers to blended learning including that which Means, et al (2013: 6) provided, it also refers to the combining instructional modalities or methods.

Blended learning can be classified into categories with the use of table 2.1 based on physical and pedagogical restructuring (Picciano, et al. 2014: 22-23). These categories include a combination or training methods as described by Fontenot (2011) and therefore will vary in the degree with which ICT's or online learning and conventional training methods are used. The combination or training methods used will depend on the needs of the training program to which it is applied.

Table 2.1 Categories of Blended Learning Models

TABLE 2.2 Examples of Categories of Blended Learning Models

A. Higher Education Twigg (2003)	*B. K–12 Education Staker & Horn (2012)*	*C. Corporate Training Rossett & Frazee (2006)*
A.1 Supplemental • Supplemental online materials • Online quizzes • Additional online activities • Flexibility of online activities for computer lab or home	**B.1 Rotation** • Rotation among learning modalities, at least one of which is online • ***Station rotation***—rotations within a classroom • ***Lab rotation***—rotations within locations on a school campus • ***Flipped classroom***—rotation within a given course or subject including online remote (at home) • ***Individual rotation***—individually tailored rotation schedule for a course or subject	**C.1 Anchor blend** • Introductory substantive face-to-face classroom experience • Subsequent independent online experiences
A.2 Replacement • Reduction of in-class meeting time • Replacement of face-to-face class time with online activities • Flexibility of online activities for computer lab or home	**B.2 Flex** • Instruction primarily online in a classroom with customized face-to-face support when needed	**C.2 Bookend blend** • Introductory experience online or face-to-face • A substantive learning experience online or face-to-face • A conclusion that extends the learning into practice at work
A.3 Emporium • Elimination of class meetings • Substitution of a learning resource center with online materials and on-demand personal assistance	**B.3 Self-blend** • Option of an entirely online course to supplement traditional courses	**C.3 Field blend** • A range of instructional assets • Choice of when and where to use the assets as needed to meet work-related challenges • Availability of online instructional assets • A possible classroom experience as part of the mix
A.4 Buffet • Several learning options from which students choose	**B.4 Enriched virtual** • School experience mostly online with some on-campus enrichment	

(Picciano, et al. 2014: 23)

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2.3.2.1 Advantages of Blended and online learning

As derived from Means, et al (2013: 3, 12), Picciano, et al (2014: 13) and Li (2014: 107), the following can be listed as advantages of blended and online learning:

- Cumulative access to learning given the inability to attend face-to-face or conventional training,
- Cost efficient collection and distribution of instructional content,
- The permitted availability of qualified instructors or facilitators in terms of anytime and anywhere learning,
- Improved interactivity, social networking, collaboration and reflection,
- opportunities to accommodate differences in learning needs,
- improved accessibility and repetition of instructional content,
- improved ability of students to learn at their own pace,
- increased student control of material, less demand on instructor time, and the provision of an alternative approach,
- Description of complex topics or three-dimensional relationships.

2.3.3 Challenges of Adult Learning

A lifelong learning framework to cope with the complex and dynamic change in economic, cultural, technological and demographic constellations of the twenty first century is required (Edwards, Raggatt, and Small, 2013: 1; Means, et al. 2013: 3; 12; Picciano, et al. 2014: 13 Li, 2014: 107). Technology has changed the way people organise their lives and therefore society is forced to learn how to use technology, to adapt to changes in work and skills requirements as well as production, irrespective of age (Edwards, Raggatt, and Small, 2013: 2).

The twenty first century has not only changed the need for technological skills but has also had an impact on softer skills such as the need for creativity, problem solving, taking initiative, and the identification for improvements. These skills are a requisite due to the development of a consumer culture the necessity of opportunities developed by both private and public providers (Edwards, Raggatt, and Small, 2013: 2).

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2.4 THE IMPORTANCE OF EVALUATION

The purpose of evaluation is based on the need to subject our decisions to constant quality checks and is, therefore, used in program management, improvement and refinement, and financial accountability. Development of instruction specifically looks at the importance of evaluation in terms of a feedback loop including goal refinement through the assessment of needs, documentation through measurement of implementation to meet needs, determination of impact through the evaluation of the achievement of goals and objectives. The cause- effect through observing for both intended and unintended change will allow for program improvement through providing the decision makers with information on the quality of the program given its effectiveness (Posavac, 2016: 13; Frye1 & Hemmer, 2012: 289; Ogle, 2002:1).

Evaluations are performed in order to improve overall social conditions of those directly and indirectly affected by the program or training under evaluation. Evaluation takes the form of collecting, analysing, interpreting and communicating information concerning the effectiveness of the program relative to its intended objectives, through factors that add to the accomplishments of the program and actions to be taken to address findings (Frye1 & Hemmer, 2012: 289; Posavac, 2016; Rossi, Freeman & Lipsey, 2004: 3).

According to Posavac (2016: 13-14) the feedback loop or practical reasons for program or training evaluation include making informed decisions of whether specific programs or training should be continued, improved upon, expanded or condensed, improvement of outcomes of programs and finally monitoring for quality assurance purposes. Furthermore, evaluating new programs or training methods allow for providing data of program utility and program management and administrative effectiveness (Frye1 & Hemmer, 2012: 289; Rossi, Freeman & Lipsey, 2004:3; Owen, & Rodgers, 1999).

Evaluation is utilised as a tool for the conceptualisation, design, implementation and utility of a program (Frye1 & Hemmer, 2012: 289; Babbie & Mouton, 2001:335-336). In terms of the MMC program, training evaluation is intended to establish whether the training modes have been optimally established to facilitate the skills development training of officials in control of public funds and therefore on service delivery performance in their respective municipal jurisdictions. Therefore, the different modes of presentation of the program will be compared namely the conventional and blended modes of training as discussed in Chapter 4 (Owen, & Rodgers, 1999).

The program evaluation pertaining to the study places emphasis on training improvements through the assessment of training method performance in terms of activities and outcomes.

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These aspects are important to meet accreditation requirements and ensure quality control of the program in question (Frye1 & Hemmer, 2012: 289; Posavac, 2016: 13; Babbie & Mouton, 2001:337). “Good evaluation is central to the continued development of a profession” (Frye1 & Hemmer, 2012: 290; Ogle, 2002:1).

2.4.1 Program Evaluation

“Program evaluation entails the use of scientific methods to measure the implementation and outcomes of programs for decision making purposes” (Frye1 & Hemmer, 2012: 289; Babbie & Mouton, 2001:335). An alternative definition of the concept of evaluation is an applied social research technique intended to systematically assess the conceptualisation, design and implantation and utility of social intervention programs. According to Ogle (2002:1), evaluation is an important scientific procedure used for decision making through the formation of conclusions, which provide insight for alternative measures or means of conducting an educational program (Posavac, 2016: 13; Babbie & Mouton, 2001:335).

Program evaluation or evaluation research can be defined as a research purpose evaluating the influence of social intermediations and specifically in terms of the MMC training’s teaching methods, aimed at achieving outcomes of acknowledgement of social needs and solving of identified problems. These problems include a lack of human capacity in the municipal finance management with the objective of improving service delivery (Babbie & Mouton, 2001:334-335).

Since measurement processes are required to perform evaluation of a program the choices of measurement tools, strategies or assessments must be determined (Frye1 & Hemmer, 2012: 289-290). The Kirkpatrick evaluation model used to conduct the evaluation of the training methods pertaining to this study will be critically review below.

2.4.2 The Kirkpatrick Evaluation Model

The intention of this model was and is the illustration of, “business value and worth of training and is considered a practice oriented atheoretic approach” (Kirkpatrick & Kirkpatrick, 2009:2). The four hierarchical levels of the model describe the outcomes of training and thus it is important for evaluations to measure and gather data with regards to each level in order to determine the level of program effectiveness (Landers & Callan, 2012: 4; Frye1 & Hemmer, 2012: 293). The four levels include, reaction, learning, behaviour and results. It is a commonly

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used instrument in the evaluation of highly effective training programs such as the MMC program. Due to the Kirkpatrick model's simplistic approach it allows training effectiveness to be portrayed more directly in comparison to other models. Thus, this aspect of the Kirkpatrick model is more attractive as a solution to the challenge of communicating the training value due to the hierarchical format and the dependency of higher level outcomes on lower level outcomes. The four levels are briefly described in Figure 2.1 (Landers & Callan, 2012: 5; Fryel & Hemmer, 2012: 293; Russ-Eft, Bober, De La Teja, Foxon & Kaszalka, 2008:5; Kirkpatrick & Kirkpatrick, 2009:2).

2.4.2.1 Properties of the Kirkpatrick's Model

Level One: Reaction

The evaluation of participant's reactions provides knowledge of how the participants felt both individually and collectively about the training event and also points out areas where there may be a gap in the content. The level of willingness to participate as well as feedback and their assessments of specific aspects of the training will also be clarified during this stage of evaluation. According to Landers & Callan (2012: 5), the reaction level to the training is critical to learners retaining attention to the training as this affects higher level outcomes (Kirkpatrick & Kirkpatrick, 2009:3; The Kirkpatrick Model of Training Evaluation).

Level Two: Learning

Validating participant learning assists trainers in promoting their program at this point through the analysis of the level of learning perceived to have taken place in terms of knowledge, skills and attitudes again given the dependency of higher level outcomes to that of lower levels. Learning can be measured using various approaches however the most popular is that of post-tests (Landers & Callan, 2012: 5). Knowledge of level two can assist in the interpretation of results in level three outcomes (Kirkpatrick, & Kirkpatrick, 2009:3; The Kirkpatrick Model of Training Evaluation).

Level Three: Behaviour

Level three delivers data on the actual behaviour in the place of work of the participants it terms of work performance, which is important as levels one and two only serve to demonstrate if a

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positive reaction and/or learning took place and should facilitate improved performance as a result of the training. Level three outcomes are paramount to level four outcomes, which means that should behaviour provide results, level four can also be evaluated (Landers & Callan, 2012: 5; Kirkpatrick & Kirkpatrick, 2009:3; The Kirkpatrick Model of Training Evaluation).

Level Four: Results

A detailed description of each of the four levels provides formative information that can be employed in the improvement of the training program in the future for which the ultimate goal is the value added in terms of realisation of higher level organisational goals (Landers & Callan, 2012: 5). In some instances levels one to three provide enough evidence to validate the program under evaluation's effectiveness (Kirkpatrick & Kirkpatrick, 2009:3; The Kirkpatrick Model of Training Evaluation).

2.4.2.2 Critique

There has been a certain amount of difficulty experienced in progressing beyond level two of the model, due to over simplification of the approach over time (Landers & Callan, 2012: 6). Therefore, crucial phases were bypassed in the process of implementation (Kirkpatrick, & Kirkpatrick, 2009:3; The Kirkpatrick Model of Training Evaluation). However according to Fryel and Hemmer (2016: 293-294), the model has further been criticised for the absence of prevailing variables that have an impact on learning such as motivation, and prior knowledge and skills upon entry which refer to the link between the vital foundations and setting of the program as well as the effectiveness of resources utilisation. Furthermore, the Kirkpatrick model follows a reductionist linear theory in which it is assumed that outcomes could be predicted given the unchanging nature of educational programs which according to Fryel and Hemmer (2016: 290-291: 293), are "rarely in equilibrium."

The Purposes of an Evaluation Model

An evaluation model should achieve the following:

1. Clarify each specific step of evaluation.
2. Must enable application to all types of evaluation problems.
3. Must be easy to understand and use.

(Kuo, Wei, Hsueh-Chih, Ho & Yang, 2012: 60).

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Kirkpatrick's model has proven to be an efficient and effective means of evaluating this particular study as it fulfils two out of the three criteria listed above including clarity and ease of use. The model provides a systematic approach toward a valuable means of evaluation through measuring four different outcomes that are expected of a highly effective training program. For the purposes of this study the first two levels will be made use of (Kirkpatrick & Kirkpatrick, 2009; The Kirkpatrick Model of Training Evaluation). Furthermore, conducting the training evaluation will provide value to the program training as it provides extensive insight into specific aspects that may need to be improved upon. Kirkpatrick's approach provides a beneficial classification of program outcomes however, the model must be used in conjunction with another program to allow for a complete evaluation in terms of why the program works (Landers & Callan, 2012: 5; Fryel and Hemmer, 2016: 293)

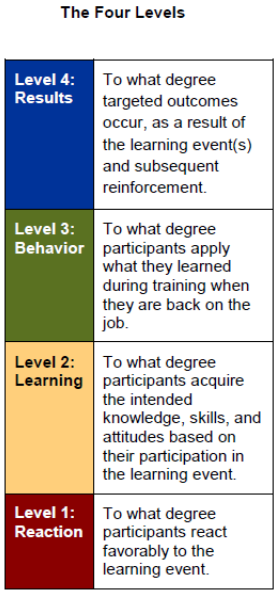

Figure 2.1: The Four Levels of Kirkpatrick's Model

Source: Kirkpatrick & Kirkpatrick (2009)

The following sections on governance and its key elements on which sound financial management relies as well as an in depth review of financial management which provides the context surrounding sound or strong finance management that is the theoretical foundation needed for the municipal minimum finance management program on which the training evaluation will be based.

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2.5 GOVERNANCE

Governance is a method of management in which both economic and social resources are used for the purposes of sustainable development in terms of long-term impacts (Burger, 2014:1, 14). Given that governance is a method of management according to Burger (2014) the methods applied to achieving public service objects strive towards a more effective and efficient system which has led to continuously change in these methods. Therefore, due to government being the organisation which enforces governance as a constantly changing method of management, and government continuous being adapted to specific needs and requirements, there is no guarantee for success. These factors drive the need for incessant reform of public management built on the need to improve the impact and legitimacy of government (Pollitt & Bouckaert: 2011: 1-9).

Moving towards the most current type of paradigm, New Public Governance inspired by Network Theory Governance (NTP), according to Klijn & Koppenjan, (2012: 8) public governance functioning as system carries more than one meaning including, "horizontal interactions by which various public and private actors at various levels of government coordinate their interdependencies in order to realize public policies and deliver public services." The second definition, "refers to self-regulation of actors within networks." Thirdly, "governance is also used to refer to strategies of governments and non-governmental organisations aimed at initiating, facilitating and mediating network processes," known as network management (Klijn & Koppenjan, 2012: 8).

Public government, according to Burger (2014), selects policies and implements and enforces these policies that are represented as part of a system of laws and regulations. The state therefore allocates and grants access to public resources through service delivery by producing or contracting goods and services for redistribution to civil society. Public finance management is therefore the manner in which public funds as a resource is soundly and sustainably governed towards provision of service delivery, and it is therefore essential at municipal level (Burger, 2014:1; 14; Pauw, van der Linde, Fourie & Visser, 2015: 3 - 5).

Sustainable development can be defined as the most suitable management of resources of an environmental, economic and social nature so as to meet the needs of the present without compromising the needs of the future generations. According to McKinney (2015: 3) sustainability in terms of management means that available predetermined quantities of resources should be managed towards ensuring long term use and services. Therefore, it implies a long-term outlook. Sustainability of an organisation is determined by the availability of

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finances in order to provide services, as well as the capability of the organisation to provide the services and the flexibility to adapt to change (Cloete & De Coning, 2011:68).

Public Governance

Public governance is essential for cooperative and intergovernmental relations, as well as sound finance management practices. "Governance is about ensuring responsive delivery, social stability and promoting a set of values in the context of diverse interests and concerns" (Burger, 2014:18). In support of this belief, Delener, Fuxman, Lu, Rodrigues and Rivera (2013) state that the principles in maintaining cooperative and intergovernmental relations in municipal finance management towards sound financial management are: effectiveness, accountability, transparency and predictability. Further elaboration follows in the sub-sections below.

Effectiveness

Effectiveness refers to, "the degree to which objectives are achieved and the extent to which targeted problems are solved (Business Dictionary: 2017)." While effectiveness in terms of public administration means ensuring that work carried out is in accordance with public demands within an accountable and democratic setting, which then also makes reference to the need for responsive governance (Burger, 2014: 18; Johnson, 2015). Therefore, in order to achieve effectiveness, decisions made towards achieving objectives in the public sector must be response driven through participation, accounted for, predictable through the development of policies and rules, transparent to ensure legitimacy and finally effectively managed in terms of implementation of services (Johnson, 2015). Effective financial management according to the information provided above is thus, monetary resources spent sustainably in response to public demands in order to provide services providing for accountability and transparency and within the rule of law (Burger, 2014: 18; Johnson, 2015; Delener, et al. 2013; Cloete & De Coning, 2011:68).

Accountability

Accountability is defined by Pauw, et al (2015: 128) as, "… a legal obligation of the administrative authority to report on and justify to other organs that have the right to take steps towards giving effect the administrative authority's responsibility." Accountability is a fundamental aspect in the management of public money and consists of two types including

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internal and external accountability. Internal accountability is the direct responsibility taken for the duties or tasks at hand which must be reported along a chain of command. While internal accountability is the responsibility to the people or citizens (Pauw, et al. 2015: 34-37) Therefore, accountability is the ability to hold public managers responsible for their devotion towards legislation, as well as the decisions they make and the results thereof (Rondinelli & Cheema, 2003:99; Weaver, Rock & Kusterer, 1997:95; Burger, 2014:18-20).

There are three dimensions of accountability due to the link between the concept of accountability and government capacity, these include financial, political and administrative. Financial accountability is placed on the accounting officer of a department and requires that financial statements and reports be provided indicating the intended and actual use of resources. Therefore, the state, private sector and civil society are compelled to place emphasis on results, seeking clear objectives, developing effective strategies and monitoring and reporting on performance (Pauw et al. 2015: 37; 128; Rondinelli & Cheema, 2003:99).

The reports and financial statements provided in aid of accountability also serves as a means of transparency through which the information is readily available to the public (Pauw et al. 2015:130).

Transparency

Johnson (2015) denotes transparency as information regarding the provision of services to the people including stakeholders, citizens, service users and staff being freely available, and the reliable recording of information (Schwella: 2015: 26). Transparency improves accountability and supports predictability and can be defined as the knowledge of the procedures of government and confidence in its objectives which enhances its legitimacy (Consultation Draft, 2013: 39). Hence, it is freely accessible information regarding governmental rules, regulations and decisions for public inspection (Burger, 2014:15).

Rule of Law: Predictability

Predictability promotes rule of law, human rights and private capital flows in which there is uniform application of said laws that are clearly stated and objectively enforced through an independent court of law. The key element of governance permits balanced judgment of both costs and risks associated with transactions. According to Schwella (2015: 13) the core functions of government are based on legislation, the execution of the law and the interpretation

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of the law and therefore must function accordingly. The power of government must be kept in check which is done through the separation of powers which is further supported through a system of checks and balances in order to ensure the rule of law and human rights are protected (Schwella, 2015: 13-15; 36; 38; Burger, 2014:14-15).

Participation

Participation refers to the empowerment of the citizenry or beneficiaries of service delivery and development access to the ability to influence on decision making processes thereby improving the feasibility of democratic processes (Schwella, 2015: 26; Pollitt & Bouckaert, 2011: 150; Shah, 2007: 17). Participation initially takes place at grassroots level and therefore requires a decentralised approach to enable beneficiaries to act as change agents with regards to policy implementation. As a key element of governance, participation also ensures that service delivery demands are met and legitimate while also keeping government policies and actions in check which can also be referred to as responsiveness (Klijn & Koppenjan, 2012: 9; Shah, 2007: 16; Agere, 2000:9; Burger, 2014:14-15; Mergal & Desouza, 2013).

In a developmental governance setting, accountability, transparency, predictability and participation combine to work towards a shared strategic vision of society and thus they are dependent on one another. The four aspects of governance therefore regulate the conduct or strategic integrity of municipal officials towards the wider shared vision (Klijn & Koppenjan, 2012: 9-10; Burger, 2014:15).

2.6 FINANCIAL GOVERNANCE

Finance management is the dedicated task of top management personnel to efficiently and effectively and sustainably supervise monetary resources towards the achievement of organisational goals (Shai, 2014:9). Supplementary definitions of financial management within the public sector is the ability to sustain fiscal balance while simultaneously focusing on the production of financial information that allows for improved attainment of organisational goals and challenges (Shai, 2014:9) (Pauw, et al, 2015: 24 – 25).

According to Pauw, et al. (2010: 5), public financial management is comprised of the generation, allocation, use and control of public money, which is the responsibility of the line manager as discussed in sub-section 2.4.1.3. Public financial management encompasses a

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process whereby government units effectively obtain and allocate resources towards rendering public services based on precedence with the use methods and controls (McKinney, 2015: 5).

Therefore, it is necessary to ensure the combination of the key elements of governance referring to section 2.1, in all three spheres of government and the coexistence of a sound financial management practices including cooperative and intergovernmental relations, in an effort to enhance sound municipal finance management (Delener, et al., 2013).

All organisations in general aim to achieve a variety of set objectives in the face of scare resources, including of human capital and raw material resources. In pursuit of these specific goals it is important for financial managers to conform to policy requirements and decisions of chosen strategies (Johansson & Siverbo, 2014: 271; Pauw et al. 2015: 27; Burger, 2014: 15-16). In addition, for financial managers to perform their duties they need information of an accounting nature relating to numeracy competence and financial literacy further discussed in sub-section 2.3.1 with a constituent of basic management (Burger, 2014: 15-16; McKinney, 2015: 5).

Public sector management accounting techniques are more concerned with the four ‘E’s, namely economy, efficiency, effectiveness and additionally equity. Economy in the provision of services is the reduction of the cost of resources used for an activity while maintaining quality. Efficiency is the maintenance of quality but increasing outputs with the use of the same amount of inputs. Effectiveness refers to the question of whether policy objectives are achieved or not, therefore, referring to the successful outcome of an activity. The last aspect is equity, which is the intention to balance out imbalances in the public realm within a developmental state thereby ensuring that the value for money in terms of services are extended to diverse individuals. Therefore, in order to make informed decisions in line with policy requirements and key governance practices, managers need to be equipped with, and able to interpret, certain accounting techniques and practices along with a proficient comprehension of their non-financial counterparts. Skills development is a significant factor towards making informed decisions and the ability to managing financial resources towards realising efficient and effective service delivery (Mihaiu, Opreana, & Cristescu, 2010: 137; Jackson, 2011; Burger, 2014:15-16; Pauw et al, 2015: 32; Mandl, Dierx, & Ilzkovitz, 2008: 2-4).

Importance of Financial Literacy as a Constituent of Numeracy Competence

Given that public financial managers must have the ability to apply accounting techniques and practises to non-financial counterparts as stated in section 2.3 it becomes essential for them to

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possess the skills of numeracy competence and financial literacy. Numeracy can be defined as, "confidence and skills to use numbers and mathematical approaches… to manage finances... (National Numeracy, 2014-2017)" While numeracy competence in public finance management refers to the aptitude required to apply a detailed understanding of finance management and a cost accounting perspectives and techniques towards a sustainable sound financial administration of public funds (Burger, 2014).

Financial Literacy

Contemporary organisations that exist today require public financial managers to exhibit strategic, tactical and operational illustration towards municipal management in concurrence with a more dynamic, people centred approach that focuses on continued development and innovation which in turn improves competitiveness and embraces high performance organisational characteristics (Burger, 2014:3). Pollitt & Bouckaert (2011: 8-9) also stress the need for high performance organisations in response to limited financial resources in the United States which is also an very prominent issue in South Africa due to high level of corruption and wasteful or fruitless expenditure.

Municipal Financial Literacy is dependent on the foundation of multiple knowledge areas, including management and cost accounting, a framework of accounting practices, and most important, public policy and management. Each of the above mentioned fields of study contribute to a more holistic financial management skill set and capability (Burger, 2014:16-17). Therefore, a link can be established with the basic element of skills in Figure 2.2, and the key elements of governance in section 2.5 (Shai, 2014:12).

Taking into consideration the above-mentioned aspects, public management in the present day era demands reform on a continual basis, due to the unique requirements of each case as well as the increasingly complex and ever changing environment in which it must function (Pollitt & Bouckaert: 2011: 1-9; Burger, 2014:12;). However, while fulfilling the more contemporary, dynamic roles required it is also important to establish a system of governance practices in which government officials are held accountable for their actions.

Therefore, the implementation of both the Public Financial Management Act 1 of 1999 and the Municipal Finance Management Act 56 of 2003 was established with the objective of providing laws, regulations and guidelines, upholding the honourable conduct of government and municipalities and municipal officials with regards to finances available which determines what

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services are provided as well as how they are provided (Thornhill & Cloete, 2014: 109; Burger, 2014:3-12).

Municipal finance management is therefore based on the effective and sustainable supervision of monetary resources towards the achievement of municipal goals taking into account the key elements of governance given that local government is comprised of municipalities and are therefore subjected to the same principles as well as that of public finance management.

2.7 MUNICIPAL FINANCE MANAGEMENT

Municipal Finance Management within in South Africa requires the construction of a new attitude towards financial responsibility regarding the task of capacity development of financial systems and procedures, which must be directed to meet local needs (Pauw, et al. 2015: 247). The development of these capacity-building initiatives requires the support of both national and provincial governments.

Pauw (2015: 248-249) suggests the concurrent use of three approaches, the limited resource approach, the policy implementation approach and the policy compliance and accountability approach.

Municipal finance management is based on four key elements also applicable to all three spheres of government in order to enhance legitimacy and includes accountability, transparency, efficiency and effectiveness as well as skills, as depicted in figure 2.2. These key elements are based on a democratic setting as listed in table 2.2 and therefore also includes public participation and elaborated on in sections 2.5.1 (Shai, 2014:12).

Municipal financial resources must therefore be governed considering the scarcity element for which economy, efficiency and effectiveness must be applied, public management in terms of key elements of governance, and numeracy competence and financial literacy towards sound financial management.

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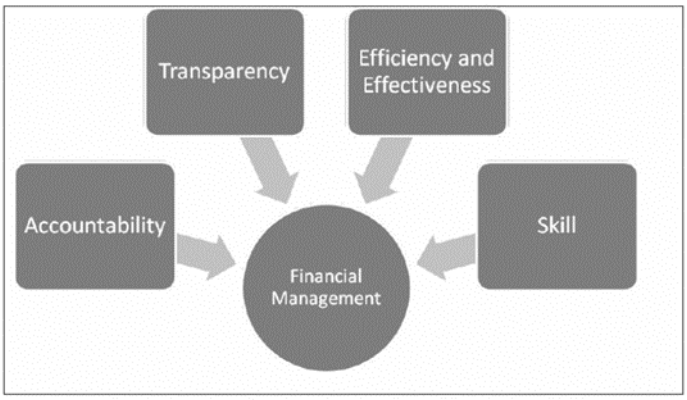

Figure 2.2: The Basic Elements of Municipal Finance Management

Source: Shai (2014:12).

2.7.1 Management and Cost Accounting through the Limited Resources Approach

Municipal service provision is reliant on the availability of monetary resources in order to delivery services to their respective communities. These resources are controlled through management and cost accounting techniques which provides skills relative to a value for money approach, ensuring a high performance organisation while also placing emphasis on innovative financial resource utilisation. Management and cost accounting therefore requires that money owing is collected through various revenue sources and that spending of public money is done as efficiently, effectively and economic and possible due to the scarcity of monetary resources. Therefore, it strengthens the ability for short-term revenue generation, potential medium-term economic development, and highlights the effects of service delivery decisions on economic development (McKinney, 2015: 5; Shah, 2007: 33-35; Pauw, 2015 248; Burger, 2014:16-17).

A foundation of accounting practises and standards also permits simultaneous transfer of financial data to both line managers and financial specialists, which concurrently promotes financial transaction consistency and a value for money approach which can be described as the best possible balance of efficiency, effectiveness and economy as referred to in sections 2.6 (Jackson, 2012). These valuable attributes would further allow for revenue increases in the application of cash flow management and informed investment (Shah, 2007: 55; Burger, 2016:17; Shai, 2014:10).

Therefore, management and cost accounting is the way in which monetary resources are spent and collected and is based on cost accounting information for more informed decision making.

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2.7.2 Public Policy and Management/ Policy Implementation Approach

Public policy is an internal control measure designed to ensure compliance towards achieving goals and objectives and is therefore, an integral measure of governance and risk management within a public organisation. Therefore, the most important skills and capabilities of finance management in conjunction with management and cost accounting and accounting practices is public policy and management (McKinney, 2015: 5; Consultation Draft, 2013: 35; Pauw, 2015: 160; Burger, 2014:17).

The formulation of appropriate financial policies are used to manage and control activities which then serves as safeguard to effective and efficient management. Therefore policy implementation should be a priority to guide and enable high performing public sectors in a supporting environment in which public managers are capable of performing their functions of service delivery accordingly. Political managers should therefore provide an appropriate basis of what services should be provided and the sequence in which they should be delivered as well as the budget available to deliver them (Consultation Draft, 2013: 35; Pauw, 2015: 160; Burger, 2014:17).

2.7.3 Accountability Relative to Democratic Determinants and Power Authority/ Policy Compliance and Accountability Approach

The policy compliance and accountability approach links the responsibilities of government in adherence to the relevant financial management legislature and policies, and its performance, which refers to the achievement of intended objectives. Therefore, accountability shares a link with government capacity, which therefore makes government ability, authority and resources an essential aspect in ensuring a value for money approach within a democratic society as referred to in Table 2.2 (McKinney, 2015: 5; Pauw, 2015: 249; Burger, 2014:18-20).

Compliance is monitored through regular reporting which supports transparency through accountability to ensure that regulations are adhered to meticulously which in concurrence with the benchmarking of financial management practises will improve service delivery. However, in order to meet these requirements municipalities must have an availability of well trained and competent financial and supply chain management officials (Pauw, 2015: 249).

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Table 2.2: Democratic Determinants

Public funds must be managed with full accountability and a high standard of ethics by governments and all the subunits and branches entrusted as the only the custodians of such funds.
Financial decision-making must demonstration allocative efficacy.
Financial resources must be applied optimally in terms of economy, efficiency and effectiveness, and equity in terms of public service delivery.
Optimal satisfaction of collective and individual public needs must be ensured by a more efficient use of financial resources.
Financial decision-making must be based on direct or indirect participation of taxpayers, users and consumers of public services. The level of engagement must be in the form of activities structured and scaled to achieve more direct participation with the institutions of civil society.
Taxation and other forms of government revenue must be generated with the consent of contributors, suggesting transparency and power of authority to the voters in a democratic society, in terms of what services will be provided and how it will be financed. This value implies that the cost burden must be distributed reasonably and equitably.
Only the legislature, i.e. the collective body of elected political representatives has the authority to decide by which systems revenue will be generated and collected and upon what it shall be spent. This authority cannot be delegated to members of the executive.
Members of the legislature are responsible and must be held accountable for collection and spending of public funds.
Elected and non-elected public office bearers must be responsive to the problems and needs of the citizenry and must be publically accountable for it through regular and free interaction.
The executive (i.e. the political heads) and administrative heads (senior management) are responsible for budget program execution, the former to ensure most beneficial outcomes and the latter to ensure the required outputs.
Social equity must be ensured by means of an active search for more efficient and effective public service delivery through sustainable management. It also calls for elected and non-elected office bearers to maintain irreproachable moral and ethical standards and to act with integrity.

Source: Burger (2014:20).

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All public finance managers must be held accountable in terms of the contemporary legislation and their areas of responsibility**.** Therefore, it is important that the role of the line manager is eminent between that of a financial specialist pertaining to six factors including accountability, costing, revenue and expenditure, cash flow, monitoring and evaluation, and reports as the successful functioning of the organisation relies on it. However, the information provided by the financial specialist is linked to finance management practices informing planning, programming, budgeting, and financing, controlling and evaluating (McKinney, 2015: 5-6; Burger, 2014:65-66).

In terms of accountability, the line manager manages objectives and the attainment of these objectives using the four 'E's as mentioned in sub-section 2.2.1.4 with regard to the use of resources made available to achieve objectives as well as the activities which lead to outputs. The financial specialist is held accountable for the provision of financial information informing implementation of policies by the line manager (McKinney, 2015: 11-12; Burger, 2014:65-66).

The line manager makes key costing decisions that determine the type and quality of services with the support of the finance specialist who promotes costing systems and skills. The line manager takes corrective measures where revenue and expenditure deviates from financial information whereas the finance specialist establishes financial reports based on connections between revenue and expenditure to program objectives and outputs. The cash flow and procurement is managed and monitored by the finance specialist who then provides cash flow information and allows the line manager to develop the implications thereof on projects and programs. The line manager is responsible for monitoring and evaluating expenditure with the support of the finance specialist pertaining to budgets and objectives. However, the line manager must furthermore interpret the output and outcomes of service delivery in terms of the budget and the set objectives. Finally, both line managers and financial specialists must prepare monthly and annual reports on costing, revenue and expenditure, cash flow, and monitoring and evaluation, which hold them accountable for the above, mentioned duties (Burger, 2014:65-66).

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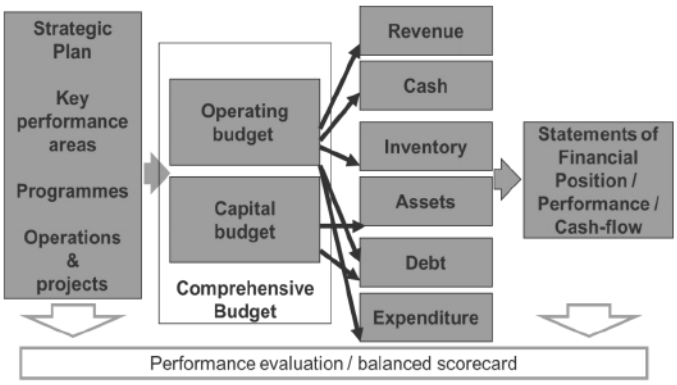

Figure 2.3: The Role of the Line Manager and Performance Evaluation

Source: Burger (2014:32).

The role of the line manager is linked to Figure 2.3, which refers to the management processes used to measure financial resource performance through financial transactions and financial records. The line manager is held accountable for financial management processes, which show the resources available to an organisation and the means in which they are spent (McKinney, 2015: 5-7; Burger, 2014:65).

Public finance management is highly dependent on line managers' ability to demonstrate the capacity to adhere to the regulatory framework with regards to service delivery in concurrence with how to utilise public sector finance resources effectively and efficiently (Shah, 2007: 250-251). In order to maximise service delivery, municipalities must strive towards the intentions of that of a high performance organisation, which are "groups of employees who produce desired goods and services at higher quantity with the same or fewer resources" (Jackson, 2011; McKinney, 2015: 5-7; Burger, 2014:3).

The task is ensured through the implementation of the Municipal Finance Management Act 56 of 2003, which necessitates the integration of good governance, accountability, transparency, efficiency and effectiveness, and skill in the promotion of sound financial management at municipal level with reference to Figure 2.2 (Shai, 2014:10; Burger, 2014). The basic elements of municipal finance management therefore can be combined with the principles of good governance to produce a financial entity that ensures strategic integrity and that functions both effectively and efficiently through the use of technically skilled and capable public officials as well as the integration of core financial management processes and management processes (McKinney, 2015: 5; Burger, 2014:15; Van der Waldt, 2006:129).

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2.9 CONCLUSIONS AND DEDUCTIONS

In conclusion, a public manager requires the knowledge of what financial management constitutes, which includes sustainable and sound financial management, as well as the basic knowledge of management and cost accounting and accounting practices, and the ability to combine the theoretical foundation to technical skills of numeracy competence in a democratic and thus an accountable setting. Therefore, the enhancement of human capacity through skills development offered by the Municipal Finance Management Program or the Municipal Minimum Competence Program is essential towards ensuring the sustainable governance of public finance management and ultimately improved service delivery. “In the context of public finance management, governance is a process through which power and authority are exercised between and within institutions in the state and civil society around allocation of resources, and a culture of governance can only be developed through partnering and competitive arrangements with stakeholders, and positive policy features regarding accountability (government capacity), predictability (rule of law), participation (local level reflection) and transparency” (Burger, 2014:18-19).

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CHAPTER THREE: A LEGISLATIVE FRAMEWORK

3.1 INTRODUCTION

Chapter three provides a review of the legislative framework surrounding and informing sound financial management and the study of the skills development initiative of capacity building in the municipal finance management sector through the Local Government: Municipal Finance Management Act 56 of 2003 towards establishing sound financial management at municipal level. The pieces of legislation to be discussed in the chapter include the White Paper on Local Government of 1998, Skills Development Act 97 of 1998, Public Financial Management Act 1 of 1999, and the Municipal Systems Act 32 of 2000 in conjunction with Municipal Finance Management Act 56 of 2003.

These pieces of legislation will indicate the importance of finance management skills development with a focus on municipal finance management objectives, and the legal framework within which finance and supply chain management officials must comply (Republic of South Africa, 1996; Republic of South Africa, 1999; Republic of South Africa, 2003). The outline of the necessary competency requirements essential to capacitate municipalities to perform optimally in terms of good governance and sound financial management practices will be provided according to the Municipal Regulations on Minimum Competency Levels (Republic of South Africa, 2007).

3.2 THE FACTORS INITIATING THE NEED FOR MUNICIPAL FINANCE TRANSFORMATION

The White Paper on Local Government, 1998 was aimed at the transformation of local government towards meeting contemporary challenges in the post-apartheid era, including facilitating democracy and stimulating socio economic development holistically. Therefore, stressing the importance for the need to capacitate municipal finance and supply chain management officials in order to improve performance in terms of generating and managing financial resources to be deployed towards new challenges (Republic of South Africa, 1998:6) (Nyalunga, 2006).

Given that each municipality has executive and legislative authority within its jurisdictional area it must meet the unique and dynamic needs required in that specific area which requires a concrete vision and strategies towards the realisation and financing of the vision (Republic of

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South Africa, 1998:29). Local government's central focus must be to ensure sustainable service delivery as a means of improving the lives of communities at grassroots level promoting decentralisation and improving participation towards becoming more responsive to citizen needs as mentioned in sub-section 3.2.2 (Republic of South Africa, 1998:6).

3.2.1 A Developmental Local Government

The White Paper emphasises four essential characteristics of a new developmental local government necessary to overcome the above-mentioned challenges. This includes the use of powers and functions towards maximising social development and economic growth, facilitating democratic development, integrating and coordinating public and private investment, leading and learning through creating social capital and becoming more strategic, visionary and innovative towards holistically enhancing development (Republic of South Africa, 1998:8; 23).

Interrelated approaches towards a developmental local government include integrated development planning and budgeting, performance management and working together with local citizens and partners which requires sound financial management.

3.2.2 Municipal Development and Capacity Building

Provincial and national government are both responsible for ensuring that local government is able to perform its functions as stated in the Constitution, Section 155(6). Therefore, to some degree must assist in the development and capacity building of local government so as to ensure its successful transformation (Republic of South Africa, 1998:40; Republic of South Africa, 1996).

For the purpose of this study local government or municipal capacity building is focused on restoring financial health and sustainability of local government. Amongst others provincial government's responsibilities relating to municipal finance management have developed a framework for capacity building in the province, facilitating and funding training programs, and monitoring financial viability through referring to audit reports. The Local Government Transition Act 97 of 1996 (Republic of South Africa, 1996) provides legislative authority to the provincial Members of Executive Council (MEC) whom are also partially responsible for determining municipal budgets, to implement extensive measures to reinstate municipal financial health (Republic of South Africa, 1998:40-41).

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3.3 TRANSFORMATION OF LOCAL GOVERNMENT FINANCE MANAGEMENT

The Municipal Finance Management Act 56 of 2003 refers to, "a transformation in financial functions in the municipal sphere (Republic of South Africa, 2003). An intricate balance in the value chain exists between each finance official's area of responsibility and conduct towards good governance principles in achievement of organisational goals (National Treasury, 2013:35-36).

The White Paper on Local Government, 1998 includes a section dedicated to a new municipal finance system aimed at policy transformation and capacity building. The new financial framework addresses root causes of municipal financial problems, enhanced growth and consequently job creation and competitiveness, and finally empower municipal entities to fulfil their Constitutional mandate (Republic of South Africa, 1998:84).

Municipalities acquire the greatest amount of revenue from trading services which make up the majority of the total revenue generated. The ability of service provision between rural and urban municipalities differs in levels of efficiency and effectiveness, due to the differences in tax bases and the division of budgets. Poor implementation and inadequate policies are the principal reasons for municipal financial problems that therefore demand policy changes and capacity building initiatives (Republic of South Africa, 1998:84).

3.3.1 Municipal Finance Policy Changes

There are seven basic policy principles towards a new constitutional municipal finance system comprised of adequate revenue and certainty; sustainability; effective and efficient resource utilisation; key elements of governance; fairness and redistribution; development and investment; and lastly, management and cost accounting (Republic of South Africa, 1998:86).

The abovementioned basic policy principles create a framework on which to establish a long-term objective towards local government financial independence (Republic of South Africa, 1998:96).

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3.3.2 Constitutional Municipal Finance Restructuring

Local government must ensure adequate revenue and certainty through establishing sustainable means of collection of these monetary resources. The following sections will provide insight to the access of revenue generation available and the requirement for reforms.

The Constitution allows municipalities' sizable taxation and borrowing powers in sections 229 and 230; however, this is regulated and controlled by national legislature. Furthermore, both taxation and borrowing powers are limited in that they are subject to prevent the predisposition of economic policies and activities, and budget deficits respectively (Republic of South Africa, 1998:86; Republic of South Africa, 1996).

Realising policy transformations, is reliant on restructuring of the municipal fiscal and financial system through reorganising local revenue instruments and policies; national-local intergovernmental transfers; gearing in private investments; and budgeting, accounting and financial reporting systems (Republic of South Africa, 1998:86).

Local Revenue Instruments and Policies

Local revenue instruments and policies focus on taxation, as it is vital in the promotion of a sustainable and accountable local government. Financial independence at local government level is reliant on four factors including selection of tax levied; tax-base classification; selection of tax rate; and tax supervision (Republic of South Africa, 1998:86).

Selection of taxes levied promotes municipal fiscal independence, while recurrent expenditure is financed through the power to raise revenue which links the need for sufficient access to resources and budgetary powers to realise their functions (Republic of South Africa, 1998:87).

Important Sources of Local Government Revenue Generation

Property Taxation is an essential source of discretionary own revenue that funds municipal service provision and is only imposed in urban areas. (Republic of South Africa, 1998:88; Republic of South Africa, 1996).

Fuel Levy: Local government is responsible for road maintenance as stated in the Constitution and therefore, will potentially receive a portion of the fuel levy, which will be spent according to guidelines provided by national government. (Republic of South Africa, 1998:88; Republic of South Africa, 1996).

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User Charges: These are charges generating an important source of sustainable and growing local government revenue, attempting to recover operating costs for the provision of public services. Backlogs have inhibited the ability to recover operating costs which has initiated a capital grant package provided by national government, enabling subsidisation of services to low income households (Republic of South Africa, 1998:88-89).

Tariff policy principles include eight factors namely: payment in proportion to consumption; full service cost payment; ability to pay; fairness; transparency; local determination of tariffs; consistent tariff enforcement; and competitiveness of local economies (Republic of South Africa, 1998:89).

Credit Control is necessary to ensure long term financial viability and requires steps to recover costs of services (Republic of South Africa, 1998:89-90).

Rural municipal finance requires measures to be taken to improve financial viability including redirection of the national fiscus; institutional restructuring of existing municipalities; property tax allowance to rural areas; and adjustment of revenue raising powers of local government (Republic of South Africa, 1998:90).

Intergovernmental Transfers

The fiscal relationship between national and local government consists of three important intergovernmental transfers, namely agency payments, capital transfers and funding operating costs. The main aim of restructuring intergovernmental transfers lies in the need to improve low-income households' access to services through financially enabling municipalities. Therefore, a system that recognises which households qualifies for access to subsidised services is essential to improvement of the quality of life for the poor (Republic of South Africa, 1998:91-92).

Local Government Participation

Provincial MECs are required to participate in local government forums and processes due to monitoring and oversight responsibilities related to local government functions. Therefore, in order to overcome backlogs MECs and local governments must take part in leveraging additional investment from both the public and private sector which includes three measures, expanding borrowing and investment powers of municipalities; credit enhancement; and concessional loan finance While seeking to improve backlogs sound financial management and

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good governance practices must be adhered to, which correspond to the principles of the MFMA (Republic of South Africa, 1998:92-93).

Budgeting, Accounting, Financial Reporting and Management

The White Paper on Local Government requires municipal budgets to be aligned with their respective integrated development plans which through reallocation of resources and capacity towards these objectives which is prescribed in the local government municipal systems act and implemented by the MFMA. These processes will in turn increase community participation as well as assist in prioritisation and acceptance trade-offs due to scarcity of resources (Republic of South Africa, 1998:94).

Budgeting, accounting, financial reporting and management have four main weaknesses that needs to be addressed through improved managerial efficiency and political will, which also negatively affects community participation and private investment. These weaknesses include unrealistic budgeting; poor credit control; lack of budgetary and fiscal discipline; and a lack of easily accessible budgetary information (Republic of South Africa, 1998:95).

Measures of generally accepted accounting practices will lead to the improvement of budgeting, accounting, financial reporting and management through improving transparency and consistent financial statements informing decision making abilities. Amongst the four measures to be taken include limitations to the number of reserves permitted, provisions for working capital reserves and consolidation of existing funds which reflects a clear financial position of the all municipalities (Republic of South Africa, 1998:95).

Secondly, capital reporting differs in terms of fixed assets with regards to municipal accounting principles and accounting practices, which neglects to account for maintenance and replacement costs. Failure to do so affects the true cost of rendering services and the sustainability thereof and therefore requires agreement between the two methods of accounting, which allows for more accurate decision making (Republic of South Africa, 1998:95).

Thirdly, internal reporting has been regulated by the Local Government Transitions Act 97 of 1996 in terms of clarity and regularity of municipal financial reporting, which is necessary to support senior management and councillor's pre-emptive action. Clear and regular financial reporting consequently sustains improvement financial management (Republic of South Africa, 1998:95).

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Lastly, external reporting in the form of annual financial statements submitted to and external body ensures municipal financial accountability and sustainability while, also allowing for risk assessment with regards to private sector funding (Republic of South Africa, 1998:95).The need for reporting is essential to municipal accountability and transparency as citizens are able to evaluate municipal expenditure in conjunction with the integrated development plan (Republic of South Africa, 1998:95).

Municipal financial challenges have arisen due to South African local government's need for restructuring which has led to the need for long term solutions as outline above, including more efficient financial management systems and the establishment of a financially independent, viable and capable local government. This has been enforced through the MFMA, further elaborated on in section 3.4 (Republic of South Africa, 1998:95-96). However, the solutions as outlined require more sophisticated capacities amongst officials that have to manage these systems and processes.

3.4 MUNICIPAL FINANCIAL MANAGEMENT CAPACITY BUILDING THROUGH SKILLS DEVELOPMENT INITIATIVES

The need for training of government officials responsible for municipal finance management is necessary due to the transformation of the municipal finance management system in South Africa. In order to ensure a high performance, efficient and effective service delivery rate at municipal level, it is essential for sound financial management practices to take place with the use of a skilled, experienced and capacitated labour force qualified to do so. This is the aim and objective of the MFMA as well as the aim of the study in determining the learning results of the skills development training of finance and supply chain management officials (Siswana, 2007:95; Republic of South Africa, 1998).

In order for public finance officials to be able to receive, spend and control public money efficiently, effectively, economically and equitably they must be skilled, experienced and competent which in turn means that they must be held accountable for their performance in this regard (Republic of South Africa, 2003:5-16). Furthermore, since municipalities are dependent on their financial and administrative capacity to achieve their objects it highlights the need for skills development of financial and supply chain management officials. Consequently revealing the pertinent reasons for financial skills development of said officials (Mahlaku, 2013:3-12).

According to Mahlaku, (2013:5), the Skills Development Act 97 of 1998 along with the National Skills Development Strategy hereinafter referred to as the NSDS, serve to rectify the

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separate development of the apartheid era and thus improve efforts towards a Constitutional democracy through training and development (Republic of South Africa, 1998).

The NSDS is crucial in terms of public finance management to assist in attempting to overcome the municipal skills shortages faced through development and capacity building identifying what skills are lacking and linking them with the resources available which, in the long term will result in the restoration of financial health and sustainability, and increase performance and productivity of local government (Osei-Tutu, 2007:1). As a result of the NSDS local government is also able to fulfil a developmental role as required by its Constitutional mandate (Mopeli, 2014:49; Khambule, 2013:84).

Furthermore, capacity development as per sections 154 and 155 of the Constitution would be fulfilled and allow for worker empowerment, through good human resource initiatives and service transformation in terms of restructuring and reorientation of administrative capacity as stated in sub-sections 3.2.5 and 3.3.4 of Chapter Three (Republic of South Africa, 1998:40; Republic of South Africa, 1996:1331(7).

The Skills Development Act of 97 of 1998 (Republic of South Africa, 1998) has been linked to the South African Qualifications Authority Act 58 of 1995 (Republic of South Africa, 1995) in order to assure the quality of learning. The skills development act also aims to improve opportunities, through on the job training, which encourages employees to gain experience and attain skills to further their career paths (Khambule, 2013:84).

Capacity Building

The White Paper on Local Government states that the most important objectives of capacity building should focus on improvement of internal efficiency and worker empowerment. (Republic of South Africa, 1998:75). Administrative organisation and operational approaches need to be transformed towards building a culture and commitment to be results and value-for-money oriented (Republic of South Africa, 1998:75). Managerial reform includes creating a labour partnership, which is more service orientated with regards to service delivery which must ensure worker empowerment, including human resource management and decentralisation of operational responsibility (Republic of South Africa, 1998:76).

In the White Paper, it is claimed that joint training of both managers and frontline workers will allow for service transformation approaches, which will in turn promote restructuring and reorientation of administrative aptitude and arrangements. Service transformation will be

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achieved with the assistance of both collaborative national and provincial governments towards capacity building initiatives (Republic of South Africa, 1998:76-79).

3.5 HOW MUNICIPAL FINANCE MANAGEMENT WILL BE TRANSFORMED

The Public Financial Management Act 1 of 1999, as amended by Act 29 of 1999 hereinafter referred to as the PFMA applies to departments, public entities, constitutional institutions and provincial legislatures with the objective of protecting their transparency, accountability, and sound management of the revenue, expenditure, assets and liabilities (Republic of South Africa, 1999:7). These objectives are applied at municipal level through the MFMA in conjunction with the Municipal Systems Act as outlined below.

The objective of the Local Government: Municipal Systems Act 32 of 2000 is to, amongst various others, support South African municipalities to facilitate socioeconomic development of local communities and improve access to basic and affordable services. The Municipal Systems Act seeks to create a new more efficient, effective and transparent local government system that complies with constitutional principles. Furthermore, it seeks to strengthen the capability of local government to perform its functions and powers with which it was allocated through ensuring financial and economic viability of municipalities through the MFMA.

Municipal Finance Management Act 56 of 2003 hereinafter referred to as the MFMA has been implemented to reinstating local government financial health. The implementation of the MFMA is the responsibility of National Treasury. The National Treasury ensures sound and sustainable financial management of government's financial affairs at all levels and must therefore enforce policies and reforms such as the MFMA. In addition, the above-mentioned objectives of the National Treasury coincide with the duties of national and provincial government in fulfilling their roles of supporting and reinforcing municipal capacity (Republic of South Africa, 1996:1331(26); National Treasury, 2013:13).

The MFMA is aimed at improving local government's financial sustainability in order to capitalise on service delivery through modernising budgets, accounting and financial management practices. Therefore, the MFMA is aimed at essentially providing a modern framework for sound and sustainable financial management including planning and budgeting, revenue, cash and expenditure management, procurement, asset management, reporting and oversight (National Treasury, 2013:35-36; Republic of South Africa, 1996:1331(26); Siswana, 2007:6).

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Six principles provide a basis for the MFMA in maintaining consistency and enhancing its performance relating to meeting relevant needs and demands, and overcoming various challenges including promoting sound financial governance by clarifying roles; adopting a strategic approach to budgeting and financial management; enhancing revenue management and revenue collection; modernising financial management; promoting cooperative government; and promoting sustainability (National Treasury, 2013:35-36; Siswana, 2007:6).

Both the MFMA, and the Local Government: Municipal Systems Act 32 of 2000 herein after referred to as the Municipal Systems Act, must be read in conjunction with the other, particularly with regards to planning, budgeting, and financial management, as well as service delivery. A complementary relationship between the two pieces of legislation exists as the MFMA focuses on both municipal fiscal and financial activities promoting effectiveness of service delivery and financial sustainability. While the municipal systems act provides municipal councillors and officials with codes of conduct, instilling a particular set of standards with regards to ethos and culture controlling how services are delivered (National Treasury, 2013:18-19; Republic of South Africa, 1998).

Furthermore, the Local Government Municipal Systems Act 32 of 2000, also integrates the strategic vision of local government focusing on a developmental local government as set out in each municipality's IDP with which finance management must be aligned (National Treasury, 2013:18-19; Republic of South Africa, 1998). Service delivery approaches should incorporate a grouping of public and private mechanisms that most effectively realises the municipality's policy objectives and supports the successful implementation of the respective municipal IDPs, which are an integral part of the Local Government: Municipal System Act 32 of 2000 (Republic of South Africa, 2000:79-80). Additional linkages between the two legislative documents are illustrated in the Table 3.3 below.

Therefore, to ensure that each municipality performs effectively and efficiently the Municipal Systems Act states that the roles and responsibilities of political structures, political office bearers and municipal managers must be defined. Consequently municipal managers as well as all financial and supply chain management officials can be held accountable for administrative performance as they are require to adhere to municipal regulations on minimum competency levels (2007:1-19; Republic of South Africa, 2000:53). The municipal regulations are outline below, as per each finance and supply chain positions required to undertake the municipal minimum competency training in order to ensure the capacitation towards sound financial management.

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Table 3.1: Illustration of the linkages between the MFMA and the Municipal Systems Act 32 of 2000

Linkage/Alignment	Municipal Systems Act	MFMA
Municipal matters dealt with	Internal processes; consultative processes; performance systems; & reporting & accountability mechanisms	Internal processes; consultative processes; performance systems; & reporting & accountability mechanisms
Definitions of aspects of municipal services, service delivery agreements, and the local community	Similar to those in the MFMA	Similar to those in the Municipal Systems Act, with cross-referencing
IDP and the budget	Prescribes the IDP	Prescribes budgeting as a process covered by the IDP
Performance management	Prescribes the adoption and the development of the system concerned	Prescribes the performance targets and the measurable objectives
Annual performance agreement	Prescribes the agreement between the executive and the municipal manager in section 57	Prescribes the agreement between the executive and the municipal manager in sections 53 and 69
Annual Report	Prescribes non-financial performance	Prescribes financial performance and the Report outline
Procurement	Prescribes outsourcing and the employment of staff	Prescribes procurement as an element of SCM
Municipal entities	Process of setting up; types of entities; governance arrangements	Process of setting up; types of entities; governance arrangements

Source: National Treasury (2013:26-27).

Linkage/Alignment	Municipal Systems Act	MFMA
Community participation	Development of culture of participation; mechanisms, processes and procedures for participation and communication (Chapter 4)	Consultation and communication processes during the budget cycle
Publishing of documentation	Communications to local community (section 21); display of municipal publications in head office and satellites; online publication	Information to be placed on the websites of municipalities (section 75)
Conduct of public office- bearers and municipal officials	Code of conduct for officials and councillors (Schedules 1 and 2)	Financial misconduct for municipal officials (Chapter 13)
Cooperative governance	Municipalities must exercise authority within the constitutional system of cooperative government. National and provincial spheres of government must exercise their executive and legislative authority in a manner that neither compromises nor impedes a municipality's ability or right to exercise its executive and legislative authority. Municipalities must develop common approaches for local government as a distinct sphere of the government, as well as enhance cooperation, mutual assistance and the sharing of resources among municipalities (section 3).	Capacity building; promotion of cooperative government by national and provincial institutions; national and provincial allocations to municipalities; promotion of cooperative government by municipalities; stopping of funds to municipalities; stopping of equitable share allocations to municipalities; stopping of other allocations to municipalities; monitoring of prices and payments for bulk resources; price increases of bulk resources for the provision of municipal services; applicability of tax and tariff capping on municipalities; disputes between organs of state – Chapter 5)

Source: National Treasury (2013:26-27).

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3.6 THE LOCAL GOVERNMENT TRAINING SYSTEM

Local government administrative transformation through capacity building would have a considerable role towards the improvement of citizenry lives and the development of the country. Therefore, it is essential to establish a continuous, efficient and responsive training system aimed at enhancing municipal capacity. Training systems must promote a mutual national vision and must be intended for the contemporary needs of a developmental local government (Republic of South Africa, 1998:79-81).

A training system must be designed to follow a flexible, decentralised, and demand-led approache with guaranteed continuous evaluation of needs for further improvement (Republic of South Africa, 1998:81). The regulator for local government training is the Local Government Sector Education Training Authority, hereinafter referred to as the LGSETA, which is responsible for coordinating training and quality assurance. LGSETA is responsible for the management and allocation of the local government education and training fund to provincial training structures and setting national training priorities while simultaneously forming standards, accreditation of service providers and training certification funded by the national skills fund (Republic of South Africa, 1998:81).

Providers such as Stellenbosch University, School of Public Leadership, design training programs that will meet the various needs and priorities set out by provincial training structures and the SETA. Providers may include non-profit organisations (NGO's), and universities of technology, provincial training centres, municipal training departments, private sector companies, commercial training and development consultants, and professional bodies (Republic of South Africa, 1998:81). The competency requirements as stated in the MFMA are provided below in terms of the skills requirements of each official in a finance or supply chain management position and therefore, the compliance requirements for the MMC training.

Municipal Regulations on Minimum Competency Levels Gazette 29967, 2007

The Municipal Regulations on Minimum Competency Levels (National Treasury, 2007) provide the required qualifications necessary for each level of municipal financial and supply chain management officials that have taken effect since July 2007. Furthermore, the Gazette 29967 (National Treasury, 2007) also states that municipalities are to provide assistance to financial and supply chain management officials whom do not comply with the minimum competency levels by a specified time period, through provision of resources and training opportunities (Republic of South Africa, 2003:18).

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Municipal Regulations on Minimum Competency Levels must take into account sections 83 and 107 of the MFMA, which states that the accounting officer, senior managers, the chief of a municipality or any chief in the case of a municipal entity and all other financial officials must attain the management competency levels as stated by regulation. In addition, section 119 of the MFMA requires by regulation that the accounting officer and all officials implementing supply chain management policy within municipalities or municipal entities must acquire competency for supply chain management levels (Republic of South Africa, 2003:4-5).

General and Minimum Competency Levels

Both general and minimum competency levels for accounting officers, chief financial officers, senior managers, other financial officials, heads of supply chain management and supply chain management officials required by sections 83, 107 and 119 of the MFMA and the Municipal Regulations on Minimum Levels are essential to the efficient and effective performance of both municipalities and municipal entities (Republic of South Africa, 2003).

Therefore, each respective financial and supply chain management official as referred to above must have the general minimum competency including the necessary skills, experience, and capacity in order to fulfil their respective responsibilities, functions and powers in accordance to their position. Failure to comply with the above specifications constitutes financial misconduct (Republic of South Africa, 2003:5-16).

In addition, each financial and supply chain management official must be in possession of minimum competency levels in terms of each of the unit standards of their respective positions, according to Table 5.1 and 5.2 in section 5.3, that are provided within the regulations stipulated in South African Qualifications Authority Act 58 of 1995 (Republic of South Africa, 2003:4).

In order to detect and resolve competency gaps of all financial and supply chain management officials both municipal managers and chief executive officers of municipalities and municipal entities respectively, are responsible for assessing, reporting and monitoring competency levels (Republic of South Africa, 2003:16; National Treasury, 2013:87-88).

In order to ensure compliance of minimum competency levels of above-mentioned officials, monitoring and reporting requires that a consolidated report on the progress of each municipality and its entities be submitted to the National Treasury and applicable provincial treasuries. Reports are required to be in a specific format including:

- Aggregate figures of finance officials employed at the municipality;

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- Aggregate figures of finance official's competency assessments completed that have been completed;
- Aggregate figures of supply chain management officials employed at the municipality;
- Aggregate figures of supply chain management official's competency assessments that have been completed;
- Aggregate figures of finance and supply chain management officials that possess required competency levels; and
- Aggregate figures finance and supply chain management official's whose performance agreements conform to regulation 16.

(Republic of South Africa, 2003:16-17)

Furthermore, should current financial and supply chain management officials not meet the minimum competency requirements they must acquire all necessary competencies within a five-year time period and each attainment required must reflect in their performance target and agreement. Potential employees may not be hired effective from January 2013 should they not meet the minimum competency requirements (Republic of South Africa, 2003:18- 19).

The information depicted in table 5.1 and 5.2 in section 5.3 referred to below are discussed in more detail pertaining to the training requirements of each unit standard which is further link to the questions as per the pre and post course questionnaires in annexures one to four.

Accounting Officers

The minimum competency level requirements of an accounting officer include the following:

- At least a National Qualifications Framework hereinafter referred to NQF, level 6 or a certificate in Municipal Finance Management high education qualification.
- A five-year minimum, work related experience at senior management level.
- Core managerial and occupational competencies as per performance regulations.
- Competency in financial and supply chain management in the Unit standards as depicted in Table 5.1 and 5.2 in section 5.3.

(Republic of South Africa, 2003:6)

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Chief Financial Officers

Chief Financial officers of a municipality or a municipal entity with a budget below 500 million rand must be in possession of minimum competency levels including:

- At least an NQF level 6 higher-level education in accounting, finance or economic or a certificate in municipal finance management.
- Middle management level experience of at least five years.
- Core managerial and occupational competencies as per performance regulations.
- All required unit standards pertaining to a chief financial officer according to Table 5.1 and 5.2 in section 5.3.

(Republic of South Africa, 2003:7-8)

A municipality or municipal entity with a budget of R500 million or more requires that Chief Financial Officers have minimum competency of the following:

- A minimum NQF level 7 higher education qualification in accounting, finance or economics or chartered accounting.
- Work-related experience of minimum two years at senior management level and in total a minimum of seven years' experience at senior management levels.
- Core managerial and occupational competencies as per performance regulations.
- All unit standards as per a chief financial officer depicted in Table 5.1 and 5.2 of section 5.3.

(Republic of South Africa, 2003:7-8)

Senior Managers

Senior managers in a municipality or a municipal entity with a budget below R500 million are required to have the following minimum competency levels:

- A higher education qualification of a minimum NQF level 6 in an area of relevance to a senior management position or a certificate in municipal finance management.
- Work-related experience of at least five years in a middle management position.
- Core managerial and occupational competency as per performance stipulated regulations.

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- Financial and supply chain management competency in required unit standards as stipulated in Table 5.1 and 5.2 of section 5.3.

(Republic of South Africa, 2003:10)

Senior managers in municipalities or municipal entities with a budget of R500 million or more must possess minimum competency levels in the following:

- At least an NQF level 7 higher education qualification in a field of relevance to a senior management position.
- Work related experience of at least seven year in a middle management and senior management position with a minimum of two years at senior level management.
- Core managerial and occupational competency as per performance regulations.
- Required minimum competency in financial and supply chain management competency in unit standards as illustrated in Table 5.1 and 5.2 of section 5.3.

(Republic of South Africa, 2003:10)

Finance Officials at Middle Management Level

Middle management level finance officials are required to have minimum competency levels in the following criteria:

- Middle management finance officials in both municipalities and municipal entities with a budget of below, equal to and above R500 million, must have a higher education qualification NQF level of at least five in accounting, finance or economic fields or have a national diploma in public finance management and administration.
- In a municipality or municipal entity with a budget below R500 million, work related experience of either four years including one year as middle manager and three years in position related to official or six years at any level relating to position is required.
- While financial officials in municipalities or municipal entities of 500 million or more are required to have at least five years including two years at middle management level and three in a role relating position or seven years in any role relating position at any level is required.

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- Required minimum competency areas of all unit standards as depicted in Table 5.1 and 5.2 of section 5.3.

(Republic of South Africa, 2003:12)

Heads of Supply Chain Management Units

Heads of supply chain management units are required to have three minimum competency levels that include:

- A higher education qualification in accounting, finance or economics with an NQF level of at least 5 or a national diploma in public finance management and administration for municipalities and municipal entities with budgets below, equal or above R500 million.
- Work-related experience with a budget below R500 million, of either four years including one year as middle manager and three years in position related to official or six years at any level relating to position.
- While with a budget of R500 million or more at least five years including two years at middle management level and three in a role relating position or seven years in any role relating position at any level is required.
- As well as all unit standards in minimum competency areas depicted in Table 5.1 and 5.2 of section 5.3.

(Republic of South Africa, 2003:14)

Supply Chain Management Managers

In municipalities and municipal entities with budgets below, equal and above 500 million rand, supply chain management managers are required to have the following minimum requirements:

- A higher education qualification in economics, accounting or finance with a minimum NQF level of 5 or a national diploma in Municipal Finance Management and Administration.
- Two years' work related experience.
- Competency areas including all unit standards as illustrated in Table 5.1 and 5.2 of section 5.3.

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(Republic of South Africa, 2003:15-16)

The above mentioned skills and competency requirements therefore strengthen the capability of local government finance and supply chain management officials to perform their functions. However, the MMC training evaluated in the study only supplements the competency requirements as stipulated above.

3.7 CONCLUSION

Government is organised according to legislation and therefore its functions are managed by legal frameworks that provide quality, efficient and effective performance in terms of service delivery. Therefore, the realisation of goals and objectives are determined by adherence to the rule of law. The need for sound municipal financial management with regards capacity building and skills development initiatives have been guided by a legal framework including the White Paper on Local Government, Skills Development Act, the Public Finance Management Act, the Local Government Municipal Systems Act, the Municipal Finance Management Act, and the Municipal Regulations on Minimum Competency Gazette.

Given that service delivery is dependent on local government finance resources it is requirement for highly skilled and competent financial and supply chain management officials which is ensure through training and competency requirement outlined in the MFMA. Therefore, in order to permit the most effective and efficient use of resources the necessary legislative framework for sound financial management, with the support of provincial and national government MFMA which provides skills development aided by the Municipal Minimum Competency Program for which all financial officials are required to be competent. As a result this allows for the creation of norms and standards within all municipalities by the National Treasury whom is responsible for expenditure control and transparency, which aids in sound financial management and in turn establishes a high performance organisation, able to supply the citizenry with maximised service delivery.

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CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Chapter Four will provide an indication of the design or type of study conducted to address the learning results of the conventional and blended pedagogies on the MMC program, which were applied to Drakenstein and Mossel Bay municipalities respectively. Furthermore, an outline will be given of the research process or steps taken towards the data-collection process, also known as the research methodology, as well as the instrument used to carry out the training evaluation (Babbie & Mouton, 2001:73-75).

4.2 RESEARCH HYPOTHESIS

The research hypothesis of the study is as follows:

The blended pedagogy used to conduct the facilitation of the MMC program at Mossel Bay municipality will have a better outcome on learning results in terms of the attainment of competence on skills development and training of finance and supply chain management officials in comparison to the more conventional pedagogy.

4.3 RESEARCH DESIGN

The study is based on an evaluation of the Municipal Finance Management program in terms of the application of two different pedagogies and the learning value added by the notion of a blended pedagogy based on a comparison with a more conventional pedagogy. This will be established using an empirical evaluation research design, which uses an analysis of evaluative empirical questions on new and existing data to address the research question (Babbie & Mouton, 2001:75-76). Empirical research is based on both experiments and observation of evidence collected with the purpose of proving or disproving a hypothesis. This type of scientific method of research allows for a connection to be made between research and practice, which provides for many beneficial aspects (Explorable, 2008-2015).

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Benefits of Empirical Research

The benefits of empirical research include the following:

- Understanding and responding more appropriately to the dynamics of situations;
- Providing respect to contextual differences;
- Helping to build upon what is already known; and
- Providing an opportunity to meet standards of professional research.

(Explorable, 2008-2015).

Within the context of empirical evaluation research, a primary data design that refers to the collection of new data will be conducted with the use of questionnaires. The data will take the form of both numerical and textual data comprised of information of the program content and the form of presentation in each case (Clarke, 2003). Numerical data provides statistical answers and is thus an empirical synthesis based on practical evidence and findings, while textual data is based on narrative analysis, which may lead to empirical statements making both sources of data empirical (Bradford, 2015; Research Synthesis in Systematic Reviews). Numerical data will be synthesised through the analysis of the evaluations distributed as a primary data set. This will be done through processing the data into information through SPSS. Textual data will therefore be both created and validated by existing data through the interpretation of the processed numerical data.

The reason for this type of research design is because the study is aimed at obtaining the specific learners' perceived competence and knowledge on the program content prior to the commencement of the course, and the perceived post-course competence and knowledge as well as the two assessment results. This data will be analysed in order to determine the learning results achieved with the use of the blended pedagogy in comparison to that of the more conventional pedagogy, and in order to investigate what changes are necessary towards the improvement the learning results of the blended pedagogy for the purpose of achieving a higher rate of competence as well as understanding amongst the finance and supply chain management officials registered for the MMC course provided by SPL.

4.4 RESEARCH METHODOLOGY

The research methods utilised in the training evaluation study will be described with regards to the sampling method, observation method, data processing and data analysis, as well as the

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instrument used in the data-collection process. The research process utilised will therefore provide the empirical data necessary, for reaching a conclusive set of findings on what the training results were pertaining to the conventional and blended pedagogies applied to the MMC program with the aim of informing the necessary changes to be made in order to enhance the performance of the blended pedagogy.

4.4.1 Sampling

The two projects on which the study is based were selected grounded on the fact that one was presented using a conventional and the other a blended pedagogy. Both projects took place at an ideal time at which to conduct the research for a time-limited master's study due to the need to collect empirical data as required by the Kirkpatrick model indicating a non-probability sampling method called accidental or incidental sampling (Asthana & Bhushan, 2016: 16).

A non-probability sampling method, also recognised as purposive/ subjective sampling is based on the researcher's decision and therefore is not representative of the population and indicates the absence of a method to guide representativeness. While accidental or incidental sampling is one of seven types of non-probability sampling which determine the sample size or a representation of the population for reasons of voluntary availability. Advantages for this type of sampling include ease, convenience economy and time saving however, the sample represents limited generalisation due to low representation of the population and therefore findings of the study run the risk of low reliability and low validity (Asthana & Bhushan, 2016: 16).

The nature of the sampling method utilised subjects the findings of the study to limitations of limited generalisation, reliability and validity which will partially be overcome through the inclusion of the actual results of the total number of registered participants of each project being included in the analysis and therefore substantiate the findings based only on the incidental sample. The inclusion of these additional results will therefore increase the generalisation of the population under study.

The target population of the research was all the MMC registered municipal officials of the Drakenstein conventional and Mossel Bay blended training program presented by the SPL. However, the incidental sample size of the two training groups were dependent on learner's willingness to participate in the study in terms of signing a consent document, their willingness to provide pre- and post-course feedback and the requirements of empirical data necessary for level one and two of the Kirkpatrick evaluation model based on the two specific projects.

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Therefore, the incidental sample of the population was undeterminable based on time limitations and subject to the fact that voluntary participation was necessary to ensure ethical procedures were followed. In additional to the above mentioned data the inclusion of the total number of registered learners' results will be analysed in order to substantiate the learning that took place at level two of the Kirkpatrick model thereby improving generalisation pertaining to level two of the model.

The selected population under study made it possible to access personal information via questionnaires which could be linked to the program website. However, the website was used for the sole purpose of identifying those participants who had registered for the unit standards under the specified training methods and the dismissal of those who had terminated their participation from the study, as well as the analysis of results achieved.

4.4.2 Observation Method

The chosen observation method for this study was pre- and post-questionnaires, which were issued to both Drakenstein and Mossel Bay participants both prior the commencement of the course and after the course had been completed. The pre-course questionnaire was physically handed out before the start of the contact sessions, while the post-course questionnaire was emailed to the participants whom had agreed to participate in the study.

Prior to starting the evaluation each participant was requested to take part in the study after which they were requested to sign a consent form. Thereafter, a pre-course assessment was handed out before commencement of the classes, thus avoiding any influence on the level of perceived prior competence or knowledge.

On conclusion of the contact session, two assessments were completed. One was in the form of a written test under controlled conditions and the other an assignment. The conventional training test was administered directly after the contact session, whilst the blended mode training test was administered over a period of two months. The purpose of the assessments was to assess the level of learning that took place in both cases. Thereafter a post-course evaluation was distributed with the purpose of measuring each participant's reaction towards the program in question. This would determine if perceptions had changed in comparison with pre-course evaluations which would in turn provide data on level one reaction of the Kirkpatrick model.

The data collection of pre-course evaluations and post-course evaluations, post-course written examinations, and submitted assignments of each participant provided an indication of the

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experience the learners had throughout the duration of each level of the conventional and blended training programs. In addition, a pre-course evaluation was necessary to determine the participants' willingness to co-operate in each of the programs, as well as to allow for measures of comparison with post-course evaluations in both modes. The following sequence of events provides an outline of the data that was collected throughout the course:

- Reaction: A comparative study of section 1 of the pre-course and post course evaluation to investigate the change in reaction of the course before and after the commencement.

- Learning: A comparative study of sections 2 and 3 of perceived level of competence and knowledge of each training method prior to and after the training determining the differences in perception to be triangulated with the actual results. A review of actual results achieved via the test/ exam and individual assignments submitted which will indicate the learning results of both pedagogies.

The questionnaires were comprised of mostly closed-ended, with a few open-ended, questions and took an average of 30 minutes to complete. The participants experienced minimal levels of discomfort as all data was kept anonymous and, therefore, only the researcher and supervisor had access to stored data on a password protected external hard drive.

a. To evaluate the two pedagogies applied to the MMC program presented to learners from Drakenstein conventional training and Mossel Bay blended training modes in terms of the Kirkpatrick model level one reaction. The reaction of both groups will provide information that could indicate whether these reactions correlate with the learning results achieved.
b. To evaluate two different pedagogies of the program presented to learners from Drakenstein conventional training and Mossel Bay blended training and their differing levels of success regarding learning results.
c. To triangulate the pre and post course training perceptions on competence and knowledge of both Drakenstein and Mossel bay learners, also providing for the possibility of outliers in which case perceptions will be analysed including outliers as opposed to excluding outliers. This will indicate whether a significant difference is shown given the size of the sample population.
d. To triangulate the analysis of Kirkpatrick model level two results achieved, including outliers as opposed to excluding outliers.
e. To triangulate the results of the total learners of each group with the incidental group sample of the study in order to allow for a more generalised finding which will

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substantiate whether the findings pertaining to the incidental group sample correlate with the total group of each municipality.

4.4.3 Data Processing

The collected data was captured with the use of statistical analysis software, namely SPSS, and was been further processed into bar graphs. The bar graphs display both the amount and the rating of the responses of both Drakenstein and Mossel Bay participants, allowing for a comparative display of results of both pre- and post-course feedback. Furthermore, the collection of the results pertaining to level two of the Kirkpatrick model, achieved through means of completed assessments was made available through calculating the average results as well as average achievement of competency per municipality in terms of the incidental sample and the total population of each project. In addition a comparative achievement of competency through the average pass rate of participants per Drakenstein and Mossel Bay municipalities in terms of the incidental sample as well as the entire population of each project was analysed.

4.4.4 Data Analysis

The collected and processed data was analysed using a mixed methods approach (a combination of both qualitative and quantitative data analysis). The analysis of results included the average number of participants who successfully achieved competency for the unit standards for which they registered. The processed data was furthermore analysed in terms of the differences in perception between the pre- and post-course feedback obtained from each municipality in terms of the incidental sample towards indicating level one reaction of the Kirkpatrick model. Thereafter, the data attained from the pre-and post-course comparative study and the average of actual results collected from each case in terms of the incidental sample was triangulated in order to establish which pedagogy of the course had a better learning result in achieving competency which indicated level two, learning. The above mentioned data will then serve to inform the possible improvements to be made with regards to the blended pedagogy.

4.5 CONCLUSION

In conclusion, the nature and process of the data collection was explained in terms of determining the learning results of the conventional and blended training methods of the MMC program. Since there was a need for the collection of new data pertaining to a specific program

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and two specified cases, the study can be classified as an empirical evaluative design in which both numerical and textual data was collected. The methods of data collection were discussed in detail with regards to the sampling, observation, data processing and data analysis, as well as the instrument guiding the required data collection.

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CHAPTER FIVE: A CASE STUDY ANALYSIS

5.1 INTRODUCTION

The Municipal Finance Management Training Program offered by the School of Public Leadership (SPL) as an accredited service provider is presented through the use of two training methods: a conventional and blended pedagogy. The pedagogies pertaining to each of the two cases will be discussed in detail along with deducing the possible benefits and constraints in each case.

5.2 BACKGROUND

The objective of the MFMA is to enhance municipal financial literacy and numeracy competence of financial and supply chain management officials with the goal of attaining a sound and sustainable state of fiscal and financial affairs at local government level in order to meet municipal mandates. The training and skills development program, known as the Municipal Minimum Competency Program, has been established to increase the capacity of said officials, as well as to achieve the MFMA objectives (Republic of South Africa, 1998; National Treasury, 2013:4, 11, 35).

National legislature requires that the National Treasury ensure sound financial practices, thus making them accountable for transparency and expenditure control at each sphere of government, therefore including local government as referred to in sub-sections 3.2.4 and 3.2.6.3. Furthermore, the National Treasury has the authority to maintain the standardisation of norms and standards as per section 216 of the Constitution, which requires the establishment of predictable accounting practices and uniform expenditure practices. The National Treasury is responsible for the capacity development of municipalities in order to ultimately ensure sound financial management practices and has therefore overseen the development of the training program and materials in aid of overcoming issues pertaining to local government mandates and financial obligations (National Treasury, 2013:11, 14, 35; Republic of South Africa, 1996:1331 (26).

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5.3 THE MUNICIPAL MINIMUM COMPETENCE TRAINING PROGRAM

The Municipal Minimum Competence Program (MMC) was designed as set out in the Government Gazette (National Treasury, 2007) in order to enhance the performance of municipal officials in financial management, which would in turn allow for more efficient service delivery and to meet the requirements of the Minimum Competence Regulations. MMC is also known as the Municipal Finance Management Program (MFMP). The SPL is among one of the accredited institutions that is permitted to provide the MMC or MFMP training.

The MMC training program is a requirement for all relevant municipal officials in order to address the skills gap that somewhat incapacitates local municipalities. This has been evident due to poor performance of local government in the provision of services (National Treasury, 2007:1-8). The Government Gazette requires that all municipal accounting officers, chief financial officers, senior managers, other financial officials; heads of supply chain management and supply chain management officials comply with the program. The training for this program is carried out by professionals or academics associated with SPL (Municipal Minimum Competency Level Training, 2012- 14).

This study considers the SPL's Municipal Minimum Competency Program as the provision of theoretical capacity toward a more informed local and municipal worker, enabling application to practical elements of service delivery. The theory taught via this program affects real life problems that refer to the development and execution of interventions within local municipalities and within South Africa and thus the level of efficiency in delivering the program is vital (Burger, 2014). Thus, it is necessary to perform an evaluation on the conventional and blended pedagogies in order to ensure that the training interventions produce optimal learning results on the participative governmental institutions as it will lead to value creation through fulfilling the expectations of the stakeholder (Kirkpatrick & Kirkpatrick, 2009:5; National Treasury, 2007:1-8).

The Government has provided various support systems in order to enable the compliance of municipalities, of these competencies (National Treasury, 2007:1-8). (De Lange, 2011). Pressure applied due to noncompliance with the MMC program will result in the termination of employee contracts. (National Treasury, 2007:1-8; De Lange, 2011).

Since competence refers to the ability to complete an activity successfully or efficiently and knowledgeability refers to being well informed or possessing the intelligence regarding something, it therefore implies that the intelligence for each unit standard must be possessed for each unit standard within each category to be able to complete the activity successfully and efficiently.

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Therefore, in order to comply, each municipality's finance and supply chain management municipal workers need to be competent in all compulsory unit standards according to the position they occupy within the municipality as depicted in Table 5.1 below, showing the Minimum Competency Requirements set in South Africa in 2007 (National Treasury, 2007). The unit standards refer to each module or specific sub-section within the program as a whole of which there are 24 unit standards (Municipal Minimum Competency Level Training, 2012-14:3).

Table 5.1: Minimum Competency Requirements

Table 1: Competency Requirements set in RSA 2007

26 US - ID's:	116339	116340	116341	116342	116343	116344	116345	116346	116347	116348	116351	116353	116357	116358	116360	116361	116362	116363	116364	119331	119334	119341	119343	119348	119350	119352
NQF Le	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	5	5	5	5	5	5	5
Credits	10	11	12	15	10	10	15	10	15	8	12	12	8	15	8	8	11	12	8	12	12	15	15	12	15	12
CMFM 48965	C	C	E	C	F	C	C	C	C	F	E	C	E	C	E	E	C	C	C	Not applicable for CMFM						
Key	Certificate SAQA ID - 48965 - 166 credits; F = Fundamental; C = Core; E = Elective (1)																									
AccOff	X		X	X	X		X			X		X		X		X	X	X	X	X	X	X		X	X	X
CFO	X		X	X	X		X			X	X	X		X		X	X	X	X	X	X	X	X	X	X	X
SnrM	X		X		X						X	X		X		X		X	X	X	X	X	X	X	X	
MidFin	X		X		X		X				X	X						X	X	X	X	X	X	X	X	X
SCMH	X		X	X	X		X			X		X				X	X		X	X	X	X	X		X	X
SCMM	X				X		X					X							X	X	X	X	X			X

Source: Municipal Minimum Competency Level Training (2012-14).

The unit standards' are stated within table 5.2 via the group name and the module within the group as well as the unit standards contained in each specific module (Municipal Minimum Competency Level Training, 2012-14:4).

The Municipal Minimum Competency training incorporates five categories within which the 24 available unit standards as required for the different finance and supply chain management officials depicted in table 5.1 integrate.

The five sections of competence pertaining to question 8-12 in annexures one and two and 7-11 in annexures three and four which include knowledgeability in terms of questions 13-34 in annexures one and two and 12-34 in annexures three and four will be briefly outline below in table 5.2.

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Table 5.2: Training Program Design

Table 2: Training Programme Design

Group	Modules	Unit Standards (credits)
1. Strategic Management; Budgeting Implementation and Performance Management	3. Strategic Planning and Multi Year Income and Expenditure Management	116342 (15) 116358 (15)
	6. Budgeting Principles and Cycles	116345 (15) 116364 (8)
	7. Financial Reports and Performance Management	116363 (12) 116341 (12)
2. Municipal Accounting and Risk Management	8. Cash, Investment, Asset and Liability Management	116362 (11) 116346 (10)
	4. Risk Management; Internal Control Framework Design and Audit Planning and Implementation	116339 (10) ~~116357~~ (8) 116351 (12) 119348 (12) 119350 (15)
3. Governance and Legislation	1. Stakeholder Consultation and Ethics in Municipal Finance	116348 (8) 116343(10)
	2. Intergovernmental Fiscal Relations, Legislation and Policies affecting Municipal Financial Management	119334 (12) 116361 (8) 116344 (10)
4. and 5. Costing and Capital Planning; Municipal IT Support and Project Management	9. Capital Planning and Financing and Costing Principles	119331 (12) 119343 (15) 116340 (11) 116347 (15)
	5. Managing Information Technology Resources in Municipal Finance	~~116360 (8)~~ 119352 (12) 119341 (15) 119351 (10 – not stipulated)
6. Supply Chain Management and Public Private Partnerships	10. Municipal Supply Chain Management	116353 (12)
	11. Public Private Partnerships	119353 (12 -not stipulated)

Source: Municipal Minimum Competency Level Training (2012-14)

5.4 THE USE OF ICTS IN MMC TRAINING AT THE SCHOOL OF PUBLIC LEADERSHIP

The use of Information and Communication Technologies hereinafter referred to as ICT's by SPL is intended to enhance flexibility and mobility, which refer to 'anytime' and 'anywhere' access, respectively, especially to learners of the 'learn-and-earn' market. This is achieved through the requirement that each MMC learner create a profile or an account on the SPL short course website where all of the unit standards for which a learner has registered are reflected, including all the marks achieved by the learner. This allows learners to view course information, study material, achieved test marks, and also affords them the ability to remotely submit assignments online, as all MMC learners can be classified as off-campus students (Strategy For the Use of ICT in Learning and Teaching at Stellenbosch University, 2013:3, 17).

ICTs have become an important constituent in the contemporary world and therefore the use of technologies in the training and skills development of learners is essential as many officials are not technologically literate. Therefore, exposure to ICTs may also be a component of skills development necessary in today's era as lack thereof may be a hindrance in officials' day-to-day work performance (Strategy for the Use of ICT in Learning and Teaching at Stellenbosch University, 2013:5, 7, 17).

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Each of the training methods applied to the Drakenstein and Mossel Bay cases have varying degrees of ICT integration. These will be discussed below with the aim of ultimately identifying their influence.

What Is The Best Method of Training?

In today's complex and technologically based world, a more contemporary based method of training is necessary to accommodate the increased accessibility and flexibility of a program. Therefore, the use of ICT in enabling learning today needs to be expanded to improve the cost-effectiveness and sustainability of the program, as well as to stay competitive both nationally and internationally (Strategy for the Use of ICT in Learning and Teaching at Stellenbosch University, 2013:3-4). According to subsection 2.3 which refers to training delivery the use of ICT's is highly advantages for various reasons including the ease of access, flexible nature and the access to a vast amount of knowledge.

The training methods applied to the MMC program in each case varies in the amounts of ICT's included into each delivery method with the blended pedagogy comprising of a higher ICT inclusion.

5.5 THE CONVENTIONAL TRAINING MODE: DRAKENSTEIN MUNICIPALITY

The conventional training mode of the MMC program that is applied to Drakenstein municipality is presented in a more traditional manner that makes use of three stages. There is a requirement that classes are attended and succeeded with assessments in the form of tests and assignments (MMC Project 52: Drakenstein Municipality, 2015:2).

- ***Stage one*** entails attendance of contact sessions that take place over several months and each unit standard is presented over a duration ranging from three to four days, with a maximum frequency of two unit standards per month.
- ***Stage two*** takes place directly after the completion of the contact sessions of each unit standard, and the first assessment takes place in the form of a written test.
- ***Stage three*** takes place through the second assessment in the form of an assignment that must be submitted electronically on the SPL short course website.

(MMC Project 52: Drakenstein Municipality, 2015:2).

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In order to determine if competency was attained in each required unit standard, the two assessments must be completed and at least 50% must achieved as required per the municipal regulations on minimum competency levels (MMC Project 52: Drakenstein Municipality, 2015:2).

5.5.1 Potential Benefits of the Drakenstein Conventional Training Method

The potential benefits of the Drakenstein conventional training method can be listed as follows:

- Participants are exposed to a face-to-face learning environment, as well as have access to the facilitator for a period of three to four days per unit standard, allowing for multiple opportunities for question and answer sessions.
- The ability to retain information for the examination that takes place directly after the test is high, after which said information could be utilised to compile a comprehensive narrative assignment.
- Learners may be more responsive to certain methods of training over others and this may cause this method of training to be more successful than the blended method, which will lead to a better performance in terms of learning results in this case.

(MMC Project 52: Drakenstein Municipality, 2015)

5.5.2 Potential Constraints of the Drakenstein Conventional Training Method

The potential constraints of the Drakenstein conventional training method are listed below.

- Constraints include the extended time period over which the course takes place requiring a period of more than a year.
- Intensive learning is required to take place over a very short period of time as examinations are issued immediately after the contact session of each unit standard.
- Participants are required to apply for long periods of leave, which may affect work performance, as a total of 59 days leave must be submitted.
- Learners are forced to follow the set pace of the conventional program.

(MMC Project 52: Drakenstein Municipality, 2015:2)

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5.6 THE BLENDED TRAINING MODE: MOSSEL BAY MUNICIPALITY

The blended mode training is a composition of the conventional training methods along with a more flexible or accessible means of training. The blended mode consists of four stages, which allow participants to continuously work on building their knowledge on each unit standard before the two assessments takes place. This type of training makes use of a more contemporary method that makes use of technology more widely in comparison to that of the conventional approach. This approach accommodates participants from all over the Western Cape region in terms of SPL Stellenbosch University service provision as a more cost effective, accessible and flexible means of delivering learning objectives. The blended method also requires a lot of self-learning from the Mossel Bay learners (MMC Project 55, 2015:3).

- ***Stage one*** consists of contact sessions lasting six days in which each unit standard is briefly discussed over a period of two hours, with an average of four unit standards being covered per day.
- ***Stage two*** is that of self-learning via pre-recorded videos and other provided materials, as well as completion of assignments later submitted online via the SPL short course website.
- ***Stage three*** is that of attendance of telematics sessions as a final question and answer session for the purposes of thorough delivery of meaningful discussions in context.
- ***Stage four*** will be an assessment in the form of written tests under controlled conditions at specified venues in which a group of unit standards are combined and written within a specified time period.

(MMC Project 55, 2015:3)

Participants were provided with pre-recorded videos of each unit standard, which students register to view before attending contact sessions as part of stage one. This allowed for a more interactive class discussion and enabled a more comprehensive training session to take place during stage one of physical contact sessions. Thereafter, a telematics session were offered as a final question and answer sessions to clarify all aspects of the content provided on each unit standard that was registered for. Finally, stage four will consist of two assessment submissions in the form of a test and written assignment to evaluate the level of understanding and learning that took place during the course of the training program (MMC Project 55, 2015).

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5.6.1 Potential Benefits of the Mossel Bay Blended Training Method

The benefits of the Mossel Bay blended training method can be listed as follows:

- The time period spent away from the workplace was only six days excluding examination days and therefore has minimal negative impact on work performance.
- In addition, the course took place over a much shorter time period than the Drakenstein blended training mode.
- The flexibility of the training allowed for interactivity through ICTs, such as telematics classes and pre-recorded videos, which increased accessibility to the course by learn-to-earn students.
- The blended mode allows learners to determine their own pace of study as they had a relatively lengthy period in which to cover the course material before the commencement of examinations.

(MMC Project 55, 2015)

5.6.2 Potential Constraints of the Mossel Bay Blended Training Method

The potential constraints of the Mossel Bay Blended Training Method were as follows:

- The examinations take place over a very intensive time period in which an average of four unit standards are written per day over a two week duration, which can prove to be a challenge.
- Participants may struggle with information overload as well as the increased use of ICTs.

(MMC Project 55, 2015:3)

5.7 CONCESSION OPPORTUNITIES

Participants were afforded additional opportunities to attain competency beyond the two given under the initial projects, as well as to write tests and submit assignments. Therefore, should learners have missed or failed either a test or assignment under each unit standard they were given two additional concession opportunities to achieve competency through project 50 and 60. Once the assessments were submitted and marked by the respective facilitators, the marks were loaded onto the website, which were then carried over to the original project and consolidated. Should both assessments be 50% or above the unit standards can be regarded as competent (Municipal Minimum Competency Level Training, 2012-2014).

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5.8 EVALUATING THE CONVENTIONAL AND BLENDED TRAINING PEDAGOGIES

The MMC program was subjected to a pre- and post-course evaluation in which the two different methods of training, the conventional and blended pedagogies were examined in order to assess the reaction to the program and the perception of competence and knowledge or level of learning before and after the training each case. The evaluations enabled a comparative study in which learners were asked to rate their perceived level of competence and knowledge prior to the course, as well as after the course. Furthermore, the actual results of both the written tests and assignments of the two groups of learners will be triangulated with pre and post course perceptions as well as reactions to the program substantiating the performance of each group. Any significant variations can be assumed to be as a result of the different presentations of the course. Therefore, the aim is to determine which group of learners had a more positive learning experience and to identify the perceived challenges faced in order to ascertain how they could be improved upon. However based on the level of ICT integration into the blended pedagogy and given the advantages listed in sections 2.3, it is expected that the blended mode will perform better than the more conventional mode.

5.9 THE KIRKPATRICK EVALUATION MODEL

Kirkpatrick's model of evaluation as referred to in subsection 2.4.2 provided the structured means to conduct the study for measuring the learning results of the training in both cases of Drakenstein and Mossel Bay municipalities in achieving financial competence among target officials and therefore their ability to carrying out the program's learning objectives.

There are various models used in the evaluation of program effectiveness, however for the purposes of this study Kirkpatrick's model was used to evaluate pedagogies applied to a program in terms of level one and two due to limitations as referred to in section 1.7. The model was selected due to its strengths and weaknesses, which positioned it as the best-suited model for the context, and in turn determined the most appropriate tools for the collection, analysis, interpretation and communication of information.

5.9.1 Level One: Reaction

The evaluation of participant's reactions provides knowledge of how the participants felt both individually and collectively about the training event and also points out areas where there may

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be a gap in the content. The level of willingness to participate as well as feedback and their assessments of specific aspects of the training will also be clarified during this stage of evaluation (Kirkpatrick & Kirkpatrick, 2009:3; The Kirkpatrick Model of Training Evaluation).

5.9.2 Level Two: Learning

Validating participant learning assists trainers in promoting their program at this point through the analysis of the level of learning perceived to have taken place. Knowledge of level two can assist in the interpretation of results in level three outcomes (Kirkpatrick, & Kirkpatrick, 2009:3; The Kirkpatrick Model of Training Evaluation).

5.10 CONCLUSION

In conclusion, the two MMC training methods applied to Drakenstein and Mossel Bay municipalities are used in the training and skills development of finance and supply chain management officials. The two cases have been elaborated on and differences identified the between the conventional and blended pedagogy utilised to present the MMC program. These will further serve to inform the comparison between the results and ultimately the findings of the training evaluation.

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CHAPTER SIX: EVALUATION OF LEARNING IN THE DRAKENSTEIN CONVENTIONAL PEDAGOGY AND MOSSEL BAY BLENDED PEDAGOGY

6.1 INTRODUCTION

This research uses primary data collected from each case study to allow for a comparative study to determine the learning resulting from the two Pedagogies. The changes in reaction towards the training before and after the course as well as the perception of both competency and knowledgeability from before and after the course will be triangulated with the actual attainment of competency in each case due to the hierarchical nature of the Kirkpatrick model.

Results reflected in this chapter will include the initial reaction level one of the model in the form of a pre course evaluation which will illustrate the degree in which learners react favourably to the course as well as what they perceived their competence and knowledgeability to be prior to attending the course. In addition, the post course evaluation will illustrate the change with regard to the participants' reaction towards the training as well as their perception on competency and knowledgeability levels after completing the training. Sections 1 in both the pre and post course evaluation will be compared in each case, while sections two and three of the pre and post course evaluations will be compared and then triangulated with the actual results attained in level two of the model. Given that the outliers did not have a significant impact on the pattern with the reaction and perceptions on knowledge and competence the comparison was considered unnecessary.

Level two of the model investigates whether learners attained the knowledge, skills and attitudes envisioned by the learning event in which they participated. In the learning event the learning level will be illustrated through the triangulation of the perceived levels of competency and knowledgeability with the actual results obtained as well as that of the sample population and the entire group of learners in each case. However, providing for the presence of outliers in the sample population and the possible significant impact outliers have on the learning results in each case, given the average attainment of competency, a comparison between inclusion and exclusion of outliers would indicate the significance of the pattern disruption.

In the case of Drakenstein conventional and Mossel Bay blended pedagogies there were a total of 62 and 30 learners of whom eleven and ten learners were part of the sample population, respectively. The sample size of participants was dependent on learners willing to sign consent

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forms, as well as provide both pre- and post-course feedback in each case. However, a limited number of participants responded to the post-course feedback after numerous attempts of communication. While the size of the entire group of learners in each case was reduced given the presence of outliers, to 43 and 14 alluding to Drakenstein and Mossel Bay learners respectively.

6.2 COMPARATIVE PRE-COURSE EVALUATION OF DRAKENSTEIN CONVENTIONAL TRAINING AND MOSSEL BAY BLENDED TRAINING

The pre-course evaluation took place in the form of a questionnaire before the course commenced and is aimed at obtaining an indication of how learners perceive the course. Their perception is identified through analysing their response in terms of the necessity of the course and their perceived competence and knowledge pertaining to the content to be covered.

6.2.1 Introduction

The pre course evaluation serves to reflect the results with regards to the first level of Kirkpatrick's model, reaction, of the learning event as referred to in subsections 2.4.2.1 and 5.9.1 in chapter five. The pre course evaluation takes place in the form of a questionnaire before the course commences and is aimed at obtaining an indication of how learners perceive the course. Their perception will be identified through analysing their response, in terms of the necessity of the course and their perceived competence and knowledge pertaining to the content to be covered.

Questions one to three have been omitted to maintain the anonymity of the participants thus the results reflected below starts with question four as reflected on the pre course questionnaire with reference to annexure 1 and 2.

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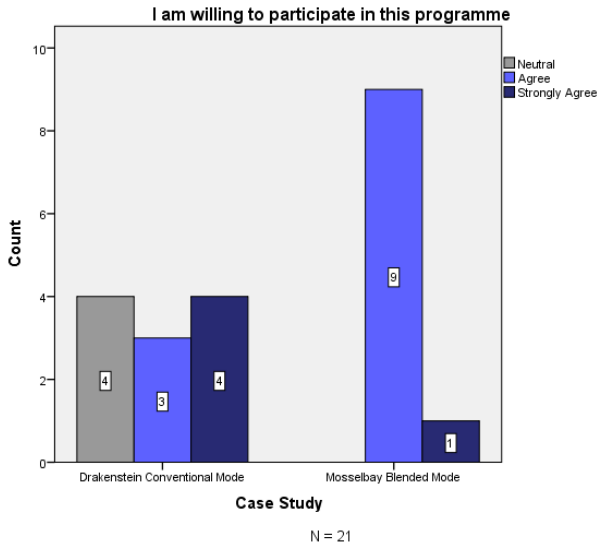
6.2.1.1 Question 4

Table 6.1: I am willing to participate in this training course



Overall all it can be determined that the majority of the participants of the study were willing to take part in the training course with varying levels of agreement, despite the obligation to do so. Response rates pertaining to table 6.1, Drakenstein participants indicated an equally inconclusive 36.4 % (4/11) neutral or impartial, and 36.4 % (4/11) were in strong agreement while 27.3 % (3/11) agreed to attend the course. Mossel Bay learners responded increasingly more positively as they either agreed at 90% (9/10) or strongly agreed (the remaining 10% or 1/10), to attend the course.

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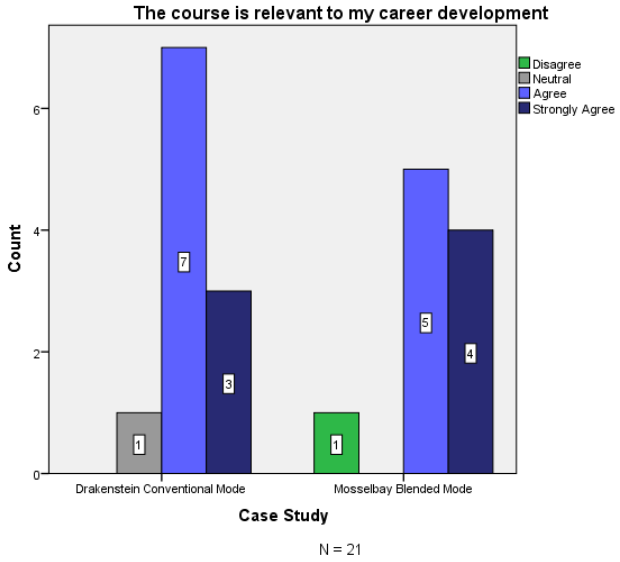
6.2.1.2 Question 5

Table 6.2: The course is relevant to my career development



Question five, concerning the relevance to career development, received a mostly positive response in table 6.2, from both groups. 9.1% (1/11) of Drakenstein participants indicated they were neutral, providing inconclusive results 63.6% (7/11) agreed, and 27.3% (3/11) strongly agreed. In Mossel Bay, 10% (1/10) of participants disagreed, 50% (5/10) agreed and 40% (4/10) strongly agreed to the relevance of the course with regards to career development.

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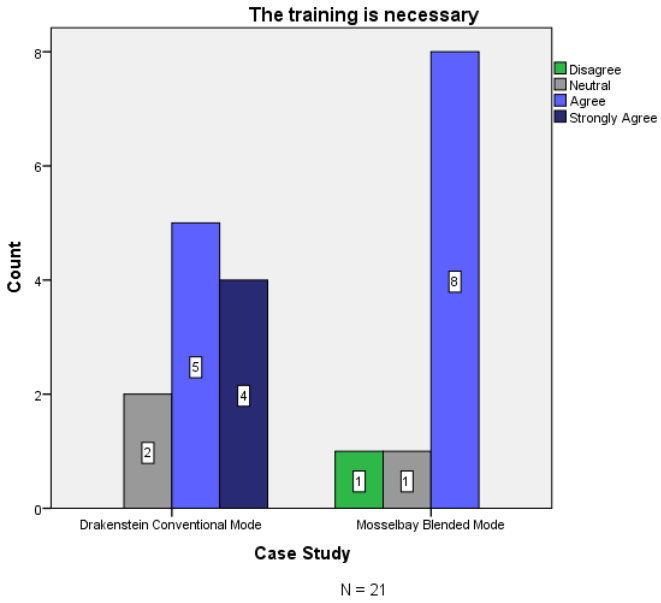
6.2.1.3 Question 6

Table 6.3: The training is necessary



A majority of the participants from both cases as illustrated in table 6.3, felt that the training was necessary in municipal finance management. 18.2% (2/11) of Drakenstein participants indicated that they were neutral/impartial, 45.5% (5/11) agreed, and 36.4% (4/11) strongly agreed. Mossel Bay participants responded with 10% (1/10) disagreement with regards to the necessity of the course, 10% (1/10) neutral/impartial, and 80% (8/10) agreed.

6.2.1.4 Question 7

The timeframe of the course received a more varied response from both cases with reference to table 6.4. Negative responses from Drakenstein participants included 9.1% (1/11) in strong disagreement and a further 27.3% (3/11) in disagreement, while Mossel Bay responses indicated a 20% (2/10) disagreement to time available to complete the course. In addition, the neutral/impartial response from Drakenstein shows 18.2% (2/11), whereas Mossel Bay shows a 40% (4/10) neutrality. Positive responses include a 9.1% (1/11) in agreement and a 36.4% (4/11) in strong agreement from Drakenstein while Mossel Bay shows a response of 40% (4/10) in agreement.

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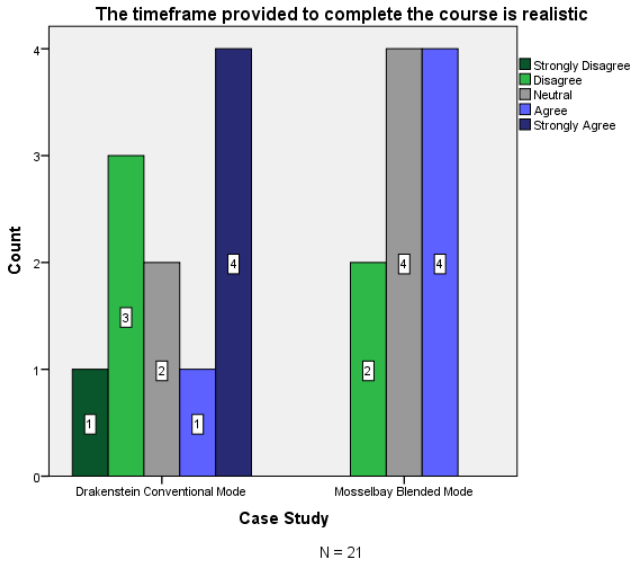
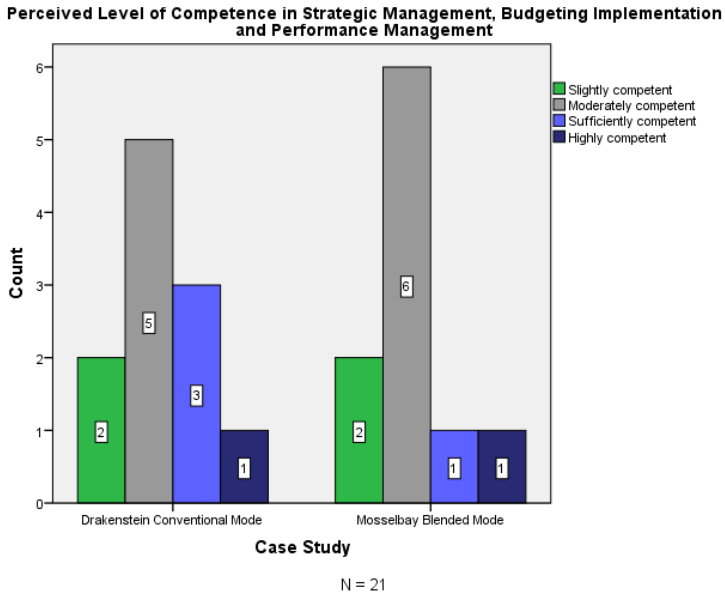
Table 6.4: The timeframe provided to complete the course is realistic



6.2.1.5 Question 8

Table 6.5: Perceived level of competence in strategic management, budgeting implementation and performance management



Perceived levels of competence in strategic management, budgeting implementation and performance management in table 6.5, by Drakenstein participants shows an 18.2% (2/11) slight competence 45.5% (5/11) moderately competent, 27.3% (3/11) sufficiently competent and a 9.1% (1/11) highly competent rating. Mossel Bay participants perceived their level of competency to be lower than Drakenstein, with a 20% (2/10) slightly competent a 60% (6/10)

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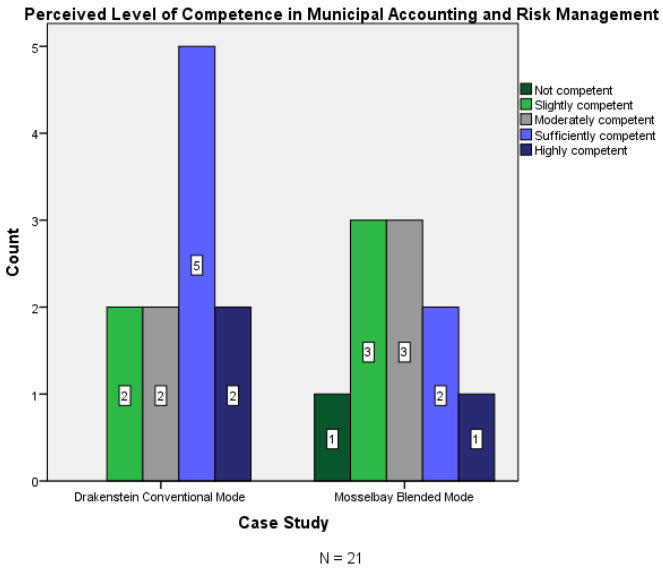
moderately competent, a 10% (1/10) sufficiently competent, and a remaining 10% (1/10) highly competent rating.

6.2.1.6 Question 9

The perceived level of competence in municipal accounting and risk management shown in table 6.6 in both cases received a varying result with Drakenstein indicating higher overall level of perceived competency of 63.6% and Mossel Bay a 30%. A 45.5% (5/11) of Drakenstein participants believed they were sufficiently competent in municipal accounting and risk management, 18.2% (2/11) highly competent, 18.2% (2/11) slightly competent and 18.2% (2/11) moderately competent. However, Mossel Bay had a higher occurrence of perceived competence with 10% (1/10) not competent, 30% (3/10) slight competence, 30% (3/10) moderately competent, and 20% (2/10) sufficiently competent with a remaining 10% (1/10) highly competent.

Table 6.6: Perceived level of competence in municipal accounting and risk management



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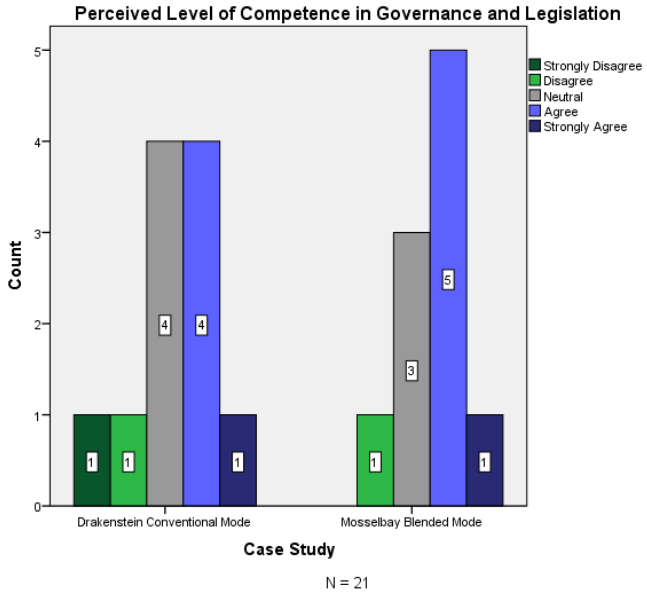
6.2.1.7 Question 10

The perceived level of competence in governance and legislation referring to table 6.7, amongst Drakenstein participants shows 9.1% (1/11) not competent and 9.1% (1/11) slightly competent, 36.4% (4/11) moderately competent, 36.4% (4/11) sufficiently competent and 9.1% (1/11) highly competent. Mossel Bay responded with a higher perceived competence in this area with 50% (5/10) sufficiently competent and another 10% (1/10) highly competent, as well as 30% (3/10) moderately competent while 10% (1/10) are slightly competent.

Table 6.7: Perceived level of competence in governance and legislation



6.2.1.8 Question 11

The perceived level of competence in costing and capital planning, municipal IT support and project management according to table 6.8, has received a mostly negative response from Mossel Bay participants, with 50% (5/10) slightly competent, 10% (1/10) moderately competent, 30% (3/10) sufficiently competent and 10% (1/10) highly competent. Drakenstein is mostly moderately competent with 45.5% (5/11), 18.2% (2/11) slightly competent, 27.3% (3/11) sufficiently competent and the remaining 9.1% (1/11) highly competent.

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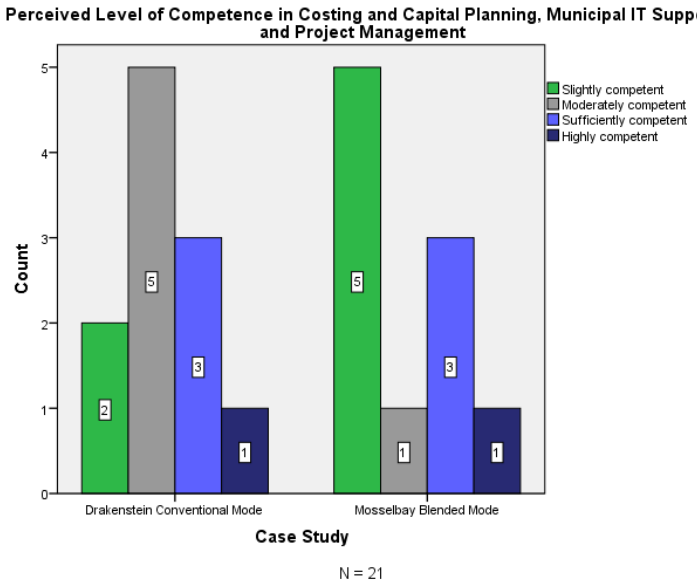
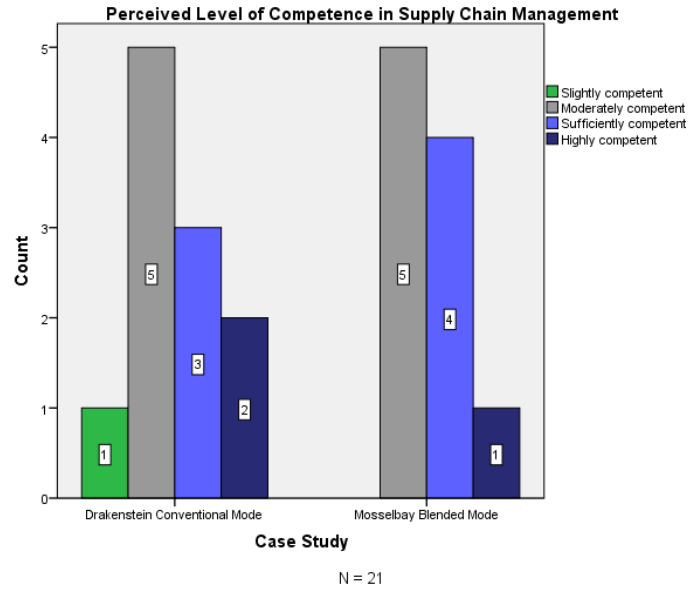
Table 6.8: Perceived level of competence in costing and capital planning, municipal IT support and project management



6.2.1.9 Question 12

Table 6.9: Perceived level of competence in supply chain management



In both Drakenstein and Mossel Bay cases illustrated in table 6.9, the responses carried a majority rating of moderate competence towards perceived competence in supply chain management with 54.5% (5/11) and 50% (5/10). A 45.5% (5/11) Drakenstein participants agreed that they are competent in supply chain management, with 27.3% (3/11) sufficiently

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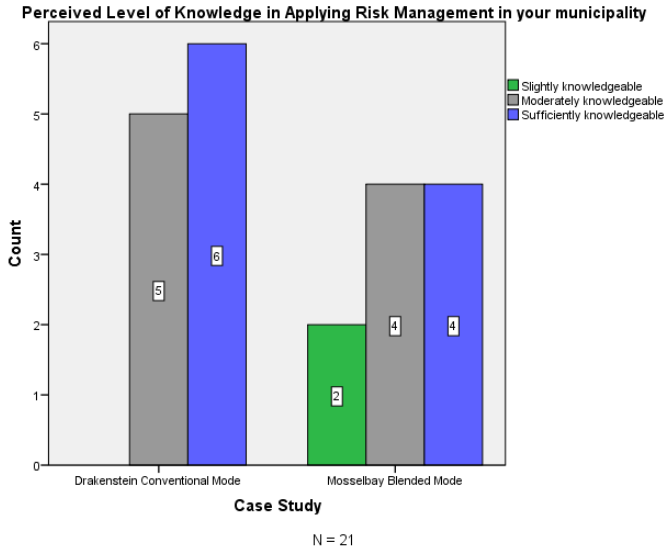
competent and 18.2% (2/11) highly competent; while 50% (5/10) of Mossel Bay participants agreed with 40% (4/10) sufficiently competent and 10% (1/10) highly competent. Drakenstein indicated a 9.1% (1/11) slightly competent rating towards competency in supply chain management.

6.2.1.10 Question 13

Table 6.10: Perceived level of knowledge in applying risk management in your municipality



Drakenstein responded with 54.5% (6/11) sufficiently knowledgeable and a 45.5% (5/11) moderately knowledgeable rating in terms of their level of knowledge in applying risk management shown in table 6.10; while Mossel Bay participants specified ratings of 20% (2/10) slight knowledgeability, 40% (4/10) moderate knowledgeability and a further 40% (4/10) as sufficiently knowledgeable.

6.2.1.11 Question 14

The perceived ability of Drakenstein participants in conducting performance management as shown in table 6.11, shows 9.1% (1/11) slight knowledgeability, 45.5% (5/11) moderate knowledgeability, 36.4% (4/11) sufficient knowledgeability and 9.1% (1/11) high knowledgeability. Whereas Mossel Bay participants specify that 10% (1/10) are slightly

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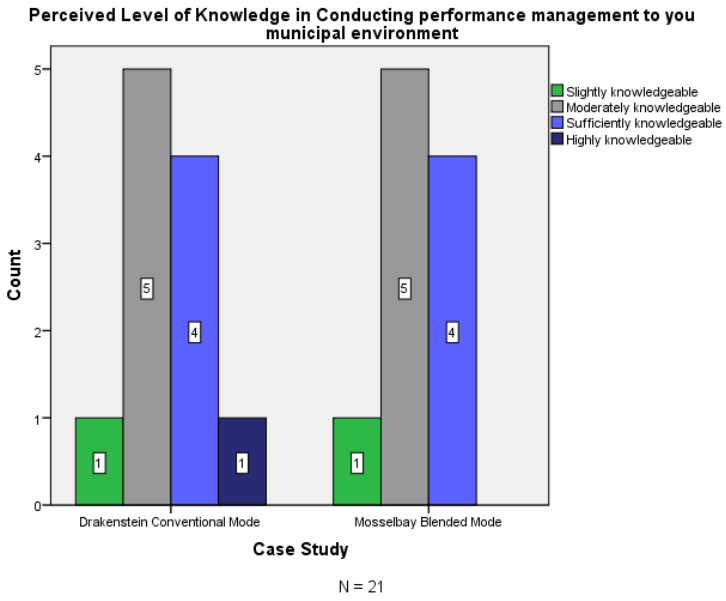
knowledgeable, 50% (5/10) moderately knowledgeable and 40% (4/10) sufficiently knowledgeable in conducting performance management.

Table 6.11: Perceived knowledge in conducting performance management in your municipal environment



6.2.1.12 Question 15

Both Drakenstein and Mossel Bay cases as depicted in table 6.12 show a majority of negative responses towards the ability to apply approaches to manage municipal income and expenditure with in a multi-year framework. 9.1% (1/11) of Drakenstein participants are not knowledgeable, and 45.5% (5/11) slightly knowledgeable; while Mossel Bay participants indicate 40% (4/10) as slightly knowledgeable in terms of their ability to manage municipal income and expenditure. Furthermore, 27.3% (3/11) of Drakenstein participants are moderately knowledgeable and only 18.2% (2/11) sufficiently knowledgeable whereas 30% (3/10) of Mossel Bay participants are moderately knowledgeable, 20% (2/10) sufficiently knowledgeable and 10% (1/10) highly knowledgeable.

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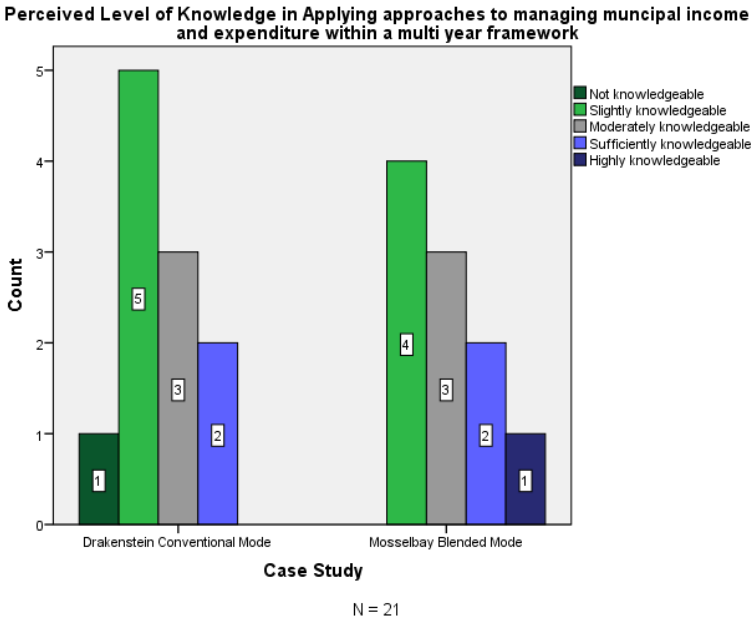
Table 6.12: Perceived knowledge in applying approached to managing municipal income and expenditure within a multi-year framework



6.2.1.13 Question 16

Table 6.13: Perceived level of knowledge in applying the principles of ethics in your environment

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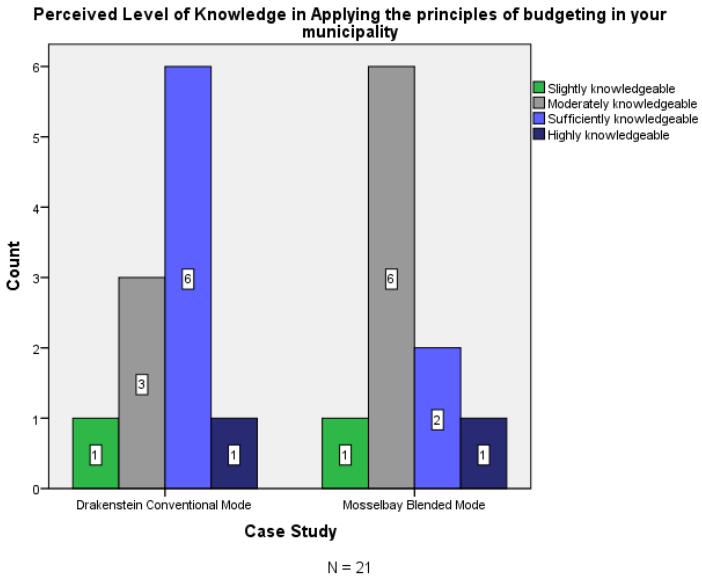
In both cases in terms of table 6.13 majority of the participants agreed that they have the knowledge to apply principles of ethics in their work environment with Drakenstein indicating a 54.5% (6/11) sufficient knowledgeability and 18.2% high knowledgeability and Mossel Bay indicating 70% (7/10) sufficient knowledgeability. In addition, 9.1% (1/11) of Drakenstein participants have slight knowledgeability and 18.2% (2/11) moderate knowledgeability, and 30% (3/10) of participants from Mossel Bay are slightly knowledgeable in this regard.

6.2.1.14 Question 17

The majority of Drakenstein participants according to table 6.14 below, believe that they have the knowledge to apply principles of budgeting in the workplace with a percentage of 54.5% (6/11) sufficiently knowledgeable and 9.1% highly knowledgeable, while 27.3% (3/11) are moderately knowledgeable and 9.1% (1/11) have slight knowledgeability. The majority of Mossel Bay participants are moderately knowledgeable at 60% (6/10), 20% (2/10) sufficiently knowledgeable, 10% (1/10) highly knowledgeable, while 10% (1/10) are slightly knowledgeable.

Table 6.14: Perceived level of knowledge in applying the principles of budgeting in your municipality



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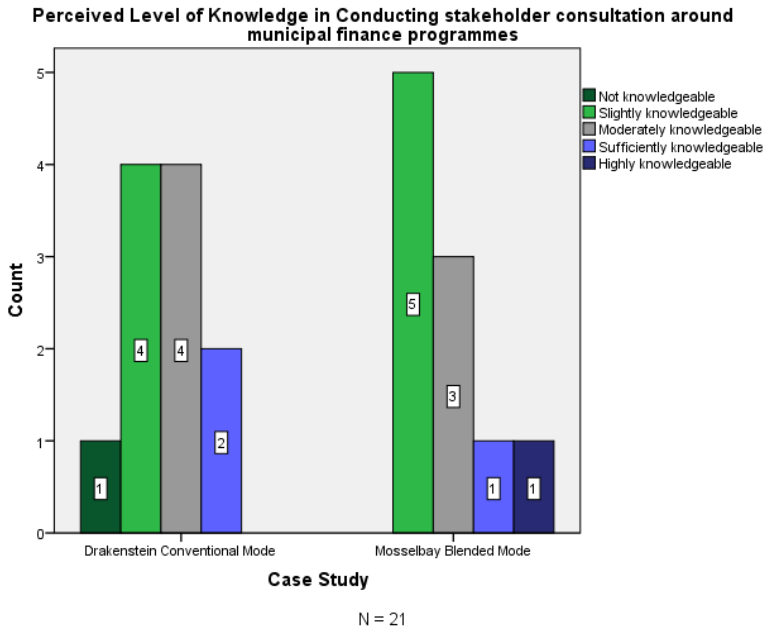
6.2.1.15 Question 18

According to table 6.15, perception on the level of knowledge concerning stakeholder consultation around municipal finances shows a mostly negative response from both Drakenstein and Mossel Bay participants with 9.1% (1/11) not knowledgeable and 36.4% (4/11) slightly knowledgeable, and Mossel Bay participants at 50% (5/10) slightly knowledgeable. Furthermore, 36.4% (4/11) of Drakenstein participants are moderately knowledgeable, 18.2% (2/11) sufficiently knowledgeable while 30% (3/10) of Mossel Bay participants are moderately knowledgeable, 10% (1/10) sufficiently knowledgeable and another 10% (1/10) highly knowledgeable.

Table 6.15: Perceived level of knowledge in conducting stakeholder consultation around municipal finance programs



6.2.1.16 Question 19

Mossel Bay participants show a mostly negative response as depicted in table 6.16 in terms of their perceived knowledgeability in conducting auditing, planning and implementation in their municipality with 40% (4/10) slightly knowledgeable, 30% (3/10) moderately knowledgeable, 20% (2/10) sufficiently knowledgeable and 10% (1/10) highly knowledgeable. Drakenstein shows 18.2% (2/11) slight knowledgeability, 27.3% (3/11) moderate knowledgeability, 27.3%

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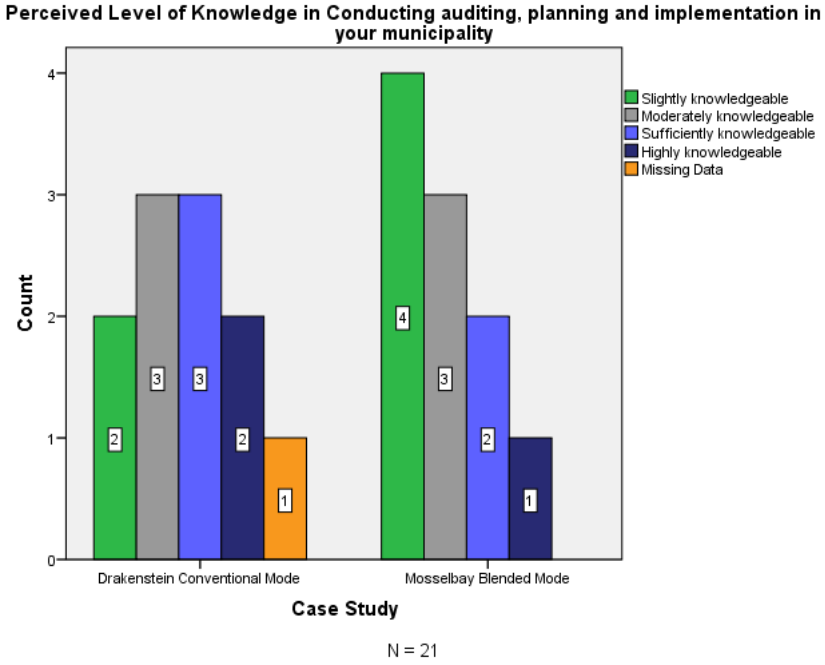
(3/11) sufficient knowledgeability, 18.2% (2/11) high knowledgeability, and 9.1% (1/11) missing data.

Table 6.16: Perceived level of knowledge in conducting auditing, planning and implementation in your municipality



6.2.1.17 Question 20

A mostly moderately knowledgeable indication was given in terms of the participants' perceived knowledgeability in participating in the design and implementation of municipal supply chain management in table 6.17. Drakenstein specified a 54.5% (6/11) moderate knowledgeability, 18.2% (2/11) slight knowledgeability, and a 9.1% (1/11) for sufficient knowledgeability, high knowledgeability, and a missing response. Mossel Bay shows a 10% (1/10) slight knowledgeability, 50% (5/10) moderate knowledgeability and a 40% (4/10) sufficient knowledgeability.

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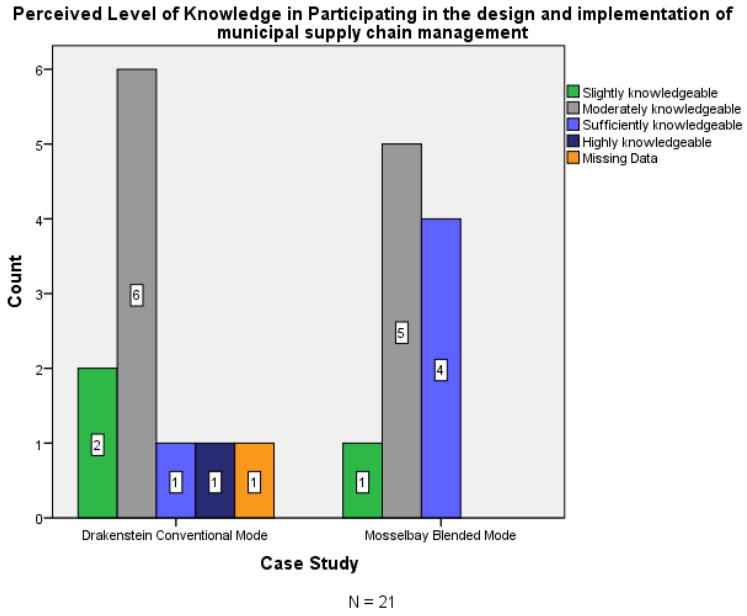
Table 6.17: Perceived level of knowledge in participating in the design and implementation of municipal supply chain management



6.2.1.18 Question 21

Drakenstein participants' perceived level of knowledge in contributing to the strategic planning process as depicted in table 6.18 shows 45.5% (5/11) sufficiently knowledgeable and 9.1% (1/11) highly knowledgeable, while 18.2% (2/11) were slightly knowledgeable and 18.2% (2/11) moderately knowledgeable and 9.1% (1/11) not responding. Mossel Bay shows a response of 40% (4/10) sufficient knowledgeability, 30% (3/10) moderately knowledgeable and 30% (3/10) slightly knowledgeable.

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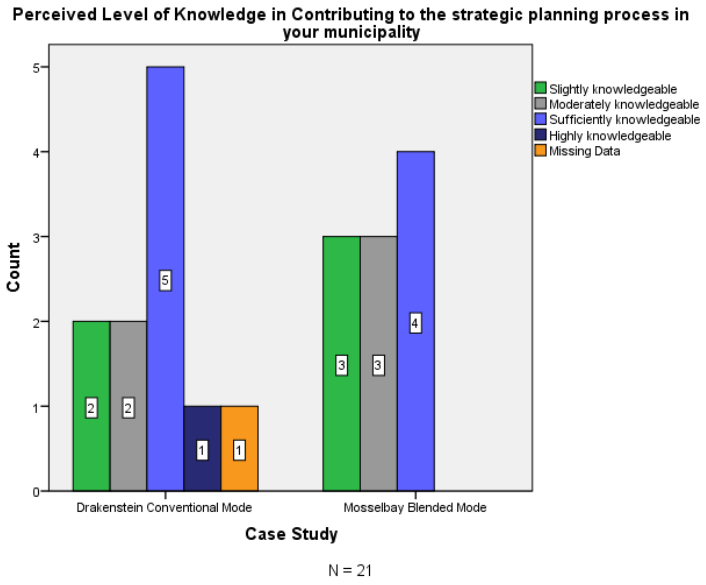
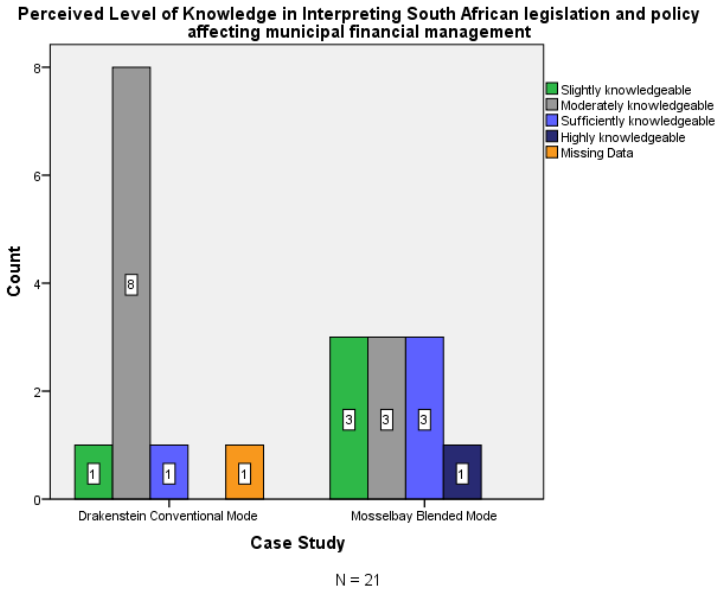
Table 6.18: Perceived level of knowledge in contributing to the strategic planning process in your municipality



6.2.1.19 Question 22

Table 6.19: Perceived level of knowledge in interpreting South African legislation and policy affecting municipal finance management



The perceived level of knowledge in interpreting legislation and policy affecting municipal finance management in table 6.19, amongst Drakenstein participants is 72.7% (8/11)

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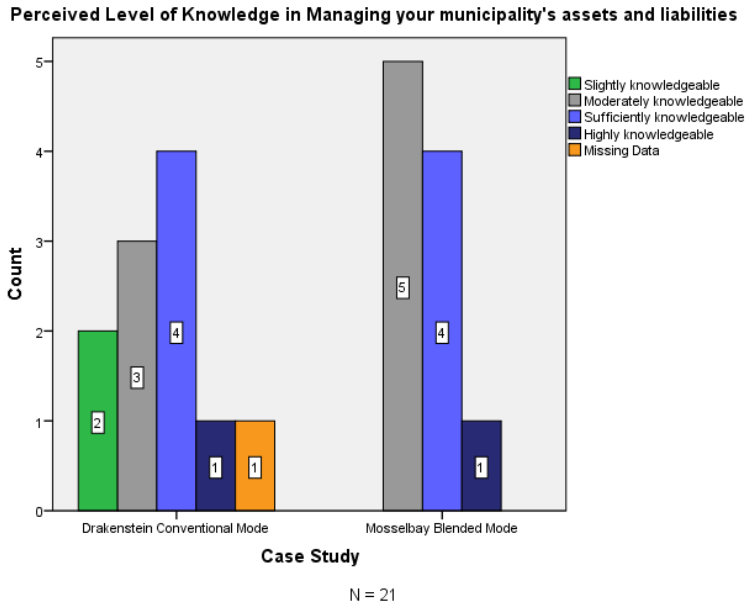
moderately knowledgeable; while Mossel Bay participants are 30% (3/10) moderately knowledgeable. A smaller percentage of 9.1% (1/11) of Drakenstein participants and 30% (3/10) of Mossel Bay participants are slightly knowledgeable. Positive feedback from Drakenstein was 9.1% (1/11) sufficiently knowledgeable and 30% (3/10) from Mossel Bay, with an extra 10% (1/10) highly knowledgeable. Drakenstein, however, received 9.1% (1/11) whom did not respond.

6.2.1.20 Question 23

Perceived levels of knowledge in terms of managing municipal assets and liabilities received an 18.2% (2/11) slight knowledgeability rating amongst Drakenstein participants, along with 27.3% (3/11) moderate knowledgeability, 36.4% (4/11) sufficient knowledgeability and a 9.1% (1/11) high knowledgeability, while 9.1% (1/11) did not respond to the question. Mossel Bay participants responded more positively with 50% (5/10) moderately knowledgeable, 40% (4/11) sufficiently knowledgeable and 10% (1/10) highly knowledgeable, as depicted in table 6.20 below.

Table 6.20: Perceived level of knowledge in managing your municipality's assets and liabilities



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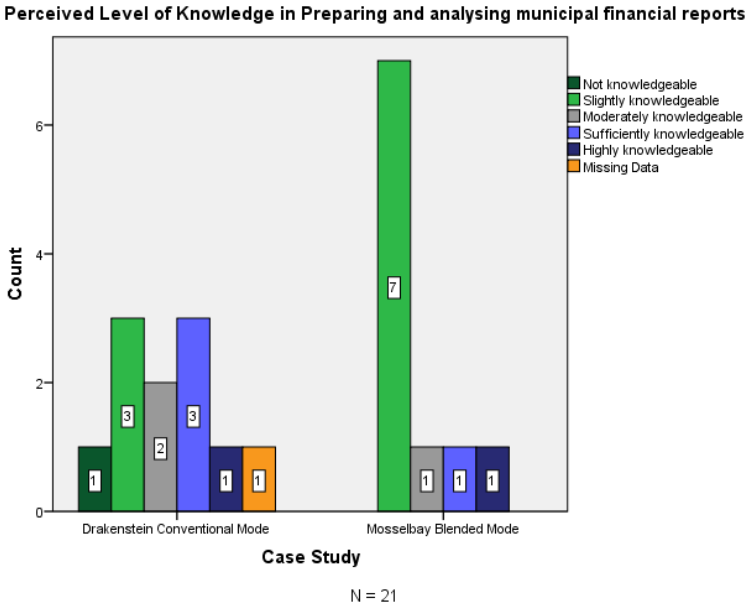
6.2.1.21 Question 24

The perceived level of knowledge in preparing and analysing municipal financial reports as shown in table 6.21, received a varied response rate from Drakenstein participants, ranging from not knowledgeable to highly knowledgeable. Participants responded with 9.1% (1/11) not knowledgeable, 27.3% (3/11) slightly knowledgeable, 18.2% (2/11) moderately knowledgeable, and 27.3% (3/11) sufficiently knowledgeable, 9.1% (1/11) highly knowledgeable and 9.1% (1/11) did not respond to the question. While Mossel Bay participants indicated a 70% (7/10) slightly knowledgeable, and 10% (1/10) indicating each moderate, sufficient and high knowledgeability.

Table 6.21: Perceived level of knowledge in preparing and analysing municipal financial reports



6.2.1.22 Question 25

Perceived level of knowledge in planning a municipal budgeting and reporting cycle in table 6.22, received a 9.1% (1/11) not knowledgeable and an 18.2% (2/11) slightly knowledgeable response from Drakenstein participants, while Mossel Bay participants indicated a 60% (6/10) slight knowledgeability. Furthermore, Drakenstein participants show that 27.3% (3/11) are moderately knowledgeable, 36.4% (4/11) sufficiently knowledgeable and 9.1% (1/11) did not provide a response, whereas Mossel Bay indicated a 20% (2/10) moderate knowledgeability, 10% (1/10) sufficient knowledgeability and a remaining 10% (1/10) high knowledgeability.

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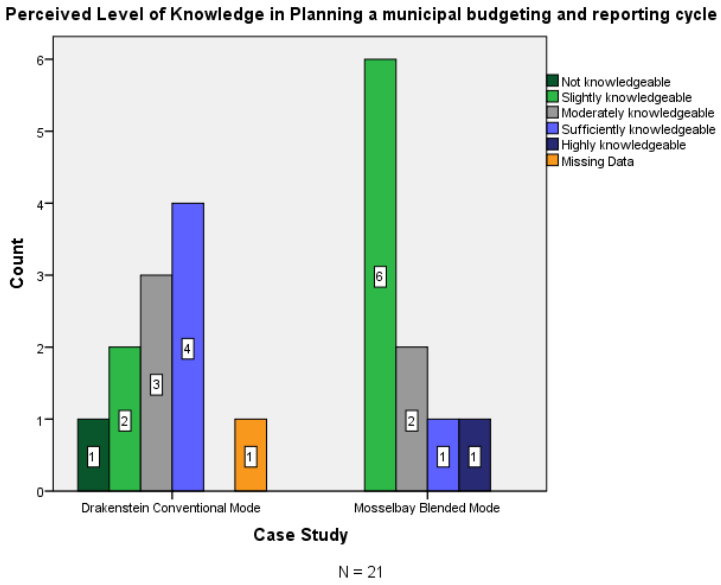
Table 6.22: Perceived level of knowledge in planning a municipal budget and reporting cycle



6.2.1.23 Question 26

The response on the perceived level of knowledge in conducting working capital management activities in accordance with sound financial management policy illustrated by table 6.23 shows a majority of slight knowledgeability in both Drakenstein and Mossel Bay cases, with a 45.5% (5/11) slight knowledgeable and 40% (4/10) slight knowledgeability, as well as a 10% (1/10) no knowledgeability. Moderately knowledgeable responses among Drakenstein participants received an 18.2% (2/11) and amongst Mossel Bay participants 20% (2/10). 18.2% (2/11) are sufficiently knowledgeable and 9.1% (1/11) highly knowledgeable amongst Drakenstein participants, with a further 9.1% (1/11) not responding while 20% (2/10) were sufficiently knowledgeable and 10% (1/10) highly knowledgeable amongst Mossel Bay participants.

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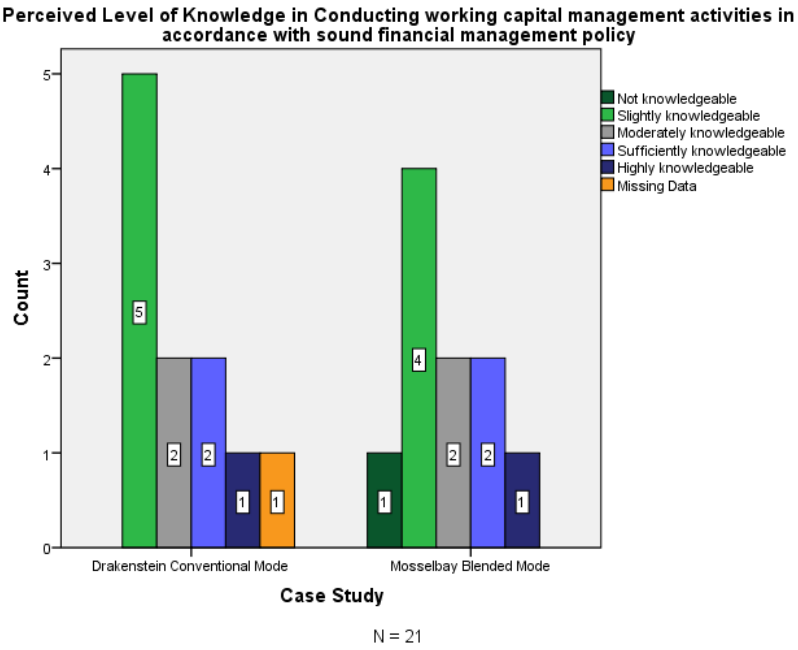
Table 6.23: Perceived level of knowledge in conducting working capital management activities in accordance with sound financial management policy



6.2.1.24 Question 27

Mossel Bay participants indicated 60% (6/10) sufficient knowledgeability in adhering to the selected regulatory framework governing the public sector management and administrative environment, with a further 30% (3/10) and 10% (1/10) slightly knowledgeable. Whereas, Drakenstein participants indicated a 9.1% (1/11) highly knowledgeability rating, 27.3% (3/11) sufficiently knowledgeable, 36.4% (4/11) moderately knowledgeable, and 18.2% (2/11) slightly knowledgeable, with 9.1% (1/11) not responding to the question as shown in table 6.24.

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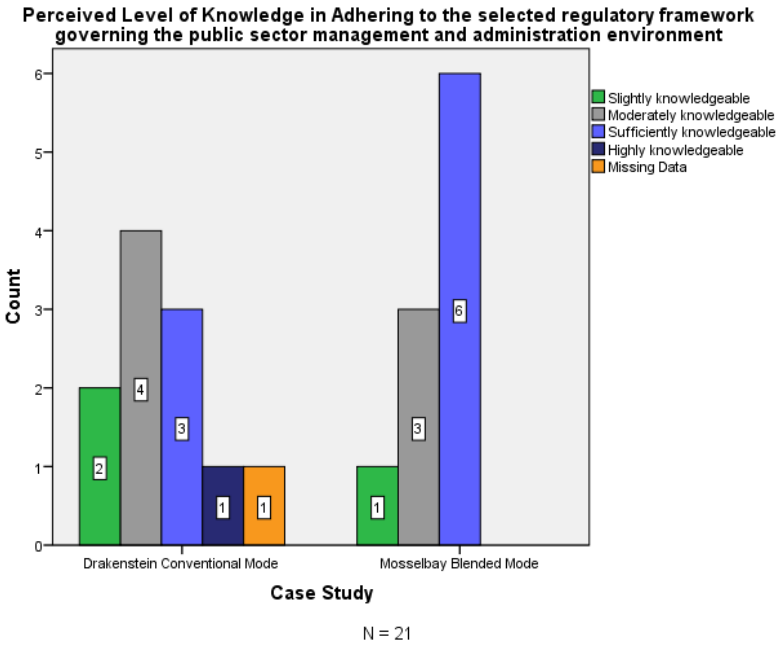
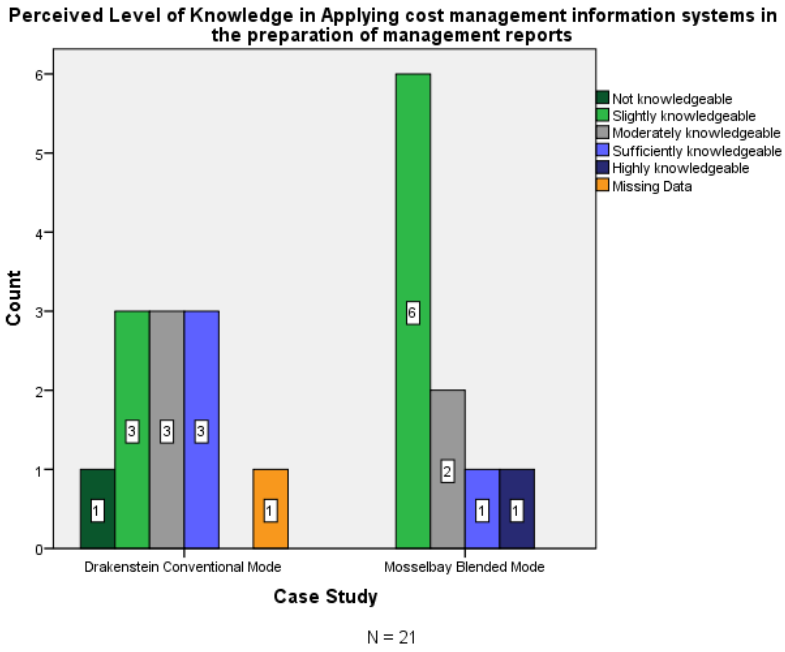
Table 6.24: Perceived level of knowledge in adhering to the selected regulatory framework governing the public sector management and administration environment



6.2.1.25 Question 28

Table 6.25: Perceived level of knowledge in applying cost management information systems in the preparation of management reports



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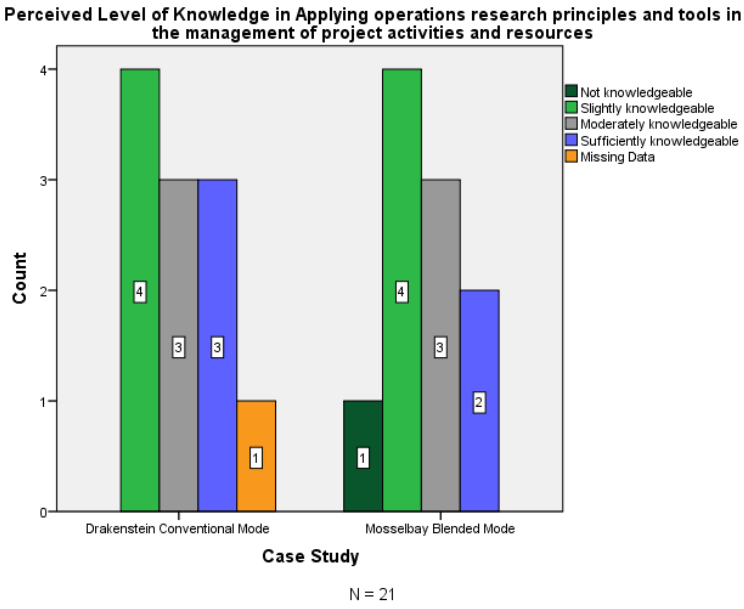
A majority of slight knowledgeability responses as illustrated in table 6.25, from Mossel Bay was indicated with regards to perception on knowledge in applying cost management information systems in the preparation of management reports, with 60% (6/10) slight knowledgeability and a further 20% (2/10) moderate knowledgeability, 10% (1/10) sufficient knowledgeability and 10% (1/10) high knowledgeability rating. Drakenstein's feedback includes 9.1% (1/11) not knowledgeable, 27.3% (3/11) slightly knowledgeable, 27.3% (3/11) moderately knowledgeable and 27.3% (3/11) sufficiently knowledgeable, with a 9.1% (1/11) not responding to the question.

6.2.1.26 Question 29

Drakenstein and Mossel Bay participants both have a majority of slightly knowledgeable ratings regarding their perceived knowledge in application of operations, research principles and tolls in the management of project activities and resources shown in table 6.26. Drakenstein participants indicated a 36.4% (4/11) slight knowledgeability, 27.3% (3/11) moderate knowledgeability, 27.3% (3/11) sufficient knowledgeability and 9.1% (1/11) no response rate, while Mossel Bay indicated a 10% (1/10) no knowledgeability, 40% (4/10) slight knowledgeability, 30% (3/10) moderate knowledgeability and 20% (2/10) sufficient knowledgeability rating.

Table 6.26: Perceived level of knowledge in applying operations research principles and tools in the management of project activities and resources



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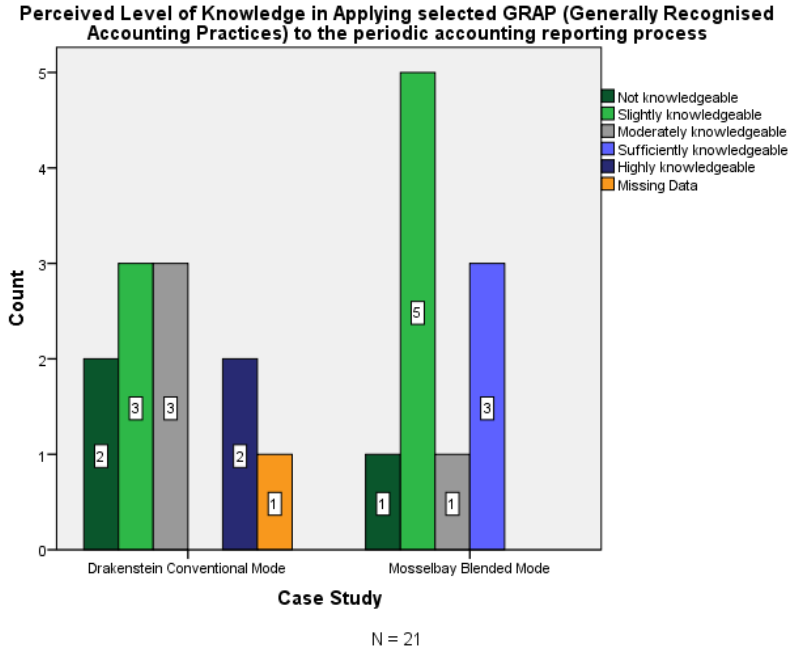
6.2.1.27 Question 30

Level of knowledge in terms of applying GRAP to the periodic accounting report process was perceived to be in a majority of negative in both case studies as depicted in table 6.27. Drakenstein participants show not knowledgeable with 18.2% (2/11), slightly knowledgeable with 27.3% (3/11), moderately knowledgeable with 27.3% (3/11), highly knowledgeable with 18.2% (2/11) and, finally, no response to the question of 9.1% (1/11). Mossel Bay response rates include 10% (1/10) no knowledgeability, 50% (5/10) slight knowledgeability, 10% (1/10) moderate knowledgeability and 30% (3/10) sufficient knowledgeability.

Table 6.27: Perceived level of knowledge in applying selected GRAP (Generally Recognised Accounting Practices) to the periodic accounting reporting process



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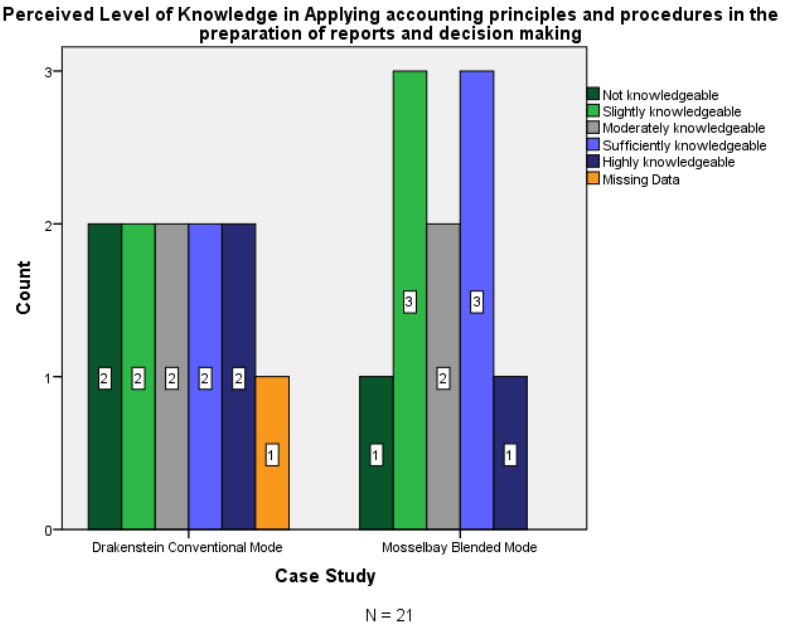
6.2.1.28 Question 31

Table 6.28: Perceived level of knowledge in applying accounting principles and procedures in the preparation of reports and decision making



According to table 6.28, the perceived level of knowledge in the application of accounting principles and procedures towards the preparation of reports and decision-making in both cases received a varying response rate. Drakenstein participants experienced an evenly distributed range from no knowledgeability to high levels of knowledge, with 18.2% (2/11) for each category of no knowledgeability, slight knowledgeability, moderate knowledgeability, sufficient knowledgeability and high knowledgeability, while 9.1% (1/11) did not provide a response to the question. Mossel Bay indicated a 30% (3/10) slight knowledgeability, as well as sufficient knowledgeability in the specified area of knowledge including 10% (1/10) not being knowledgeable, 20% (2/10) moderately knowledgeable and 10% (1/10) highly knowledgeable ratings.

6.2.1.29 Question 32

The knowledge level perceived in applying principles of information systems to public finance and administration as shown in table 6.29, amongst Drakenstein participants received 45.5% (5/11) moderately knowledgeable, a 36.4% (4/11) sufficiently knowledgeable rating, and a 9.1% (1/11) rating each for not knowledgeable and highly knowledgeable. Mossel Bay rated a

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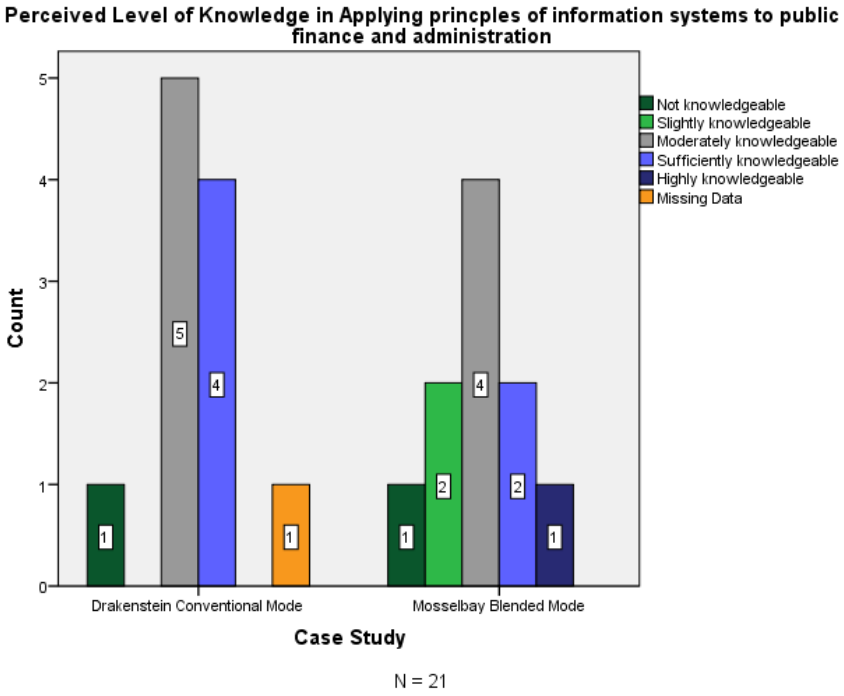
40% (4/10) moderately knowledgeable rating, a 20% (2/10) for both slightly knowledgeable and sufficiently knowledgeable, while 10% (1/10) for each rating of not knowledgeable and highly knowledgeable.

Table 6.29: Perceived level of knowledge in applying principles of information systems to public finance and administration



6.2.1.30 Question 33

Mossel Bay municipality shows a majority of slight knowledgeability ratings in table 6.30 at 50% (5/10) in terms of their perceived level of knowledge pertaining to the application of costing principles to municipal operational and service-based costing, while Drakenstein indicated a majority rating of 45.5% (5/11) moderate knowledgeability. Furthermore, a 30% (3/10) sufficient knowledgeability, and a 10% (1/10) each of moderately knowledgeable and highly knowledgeable amongst Mossel Bay participants was given; while 36.4% (4/11) were sufficiently knowledgeable, and 9.1% (1/11) was given to both not knowledgeable and missing data or no response.

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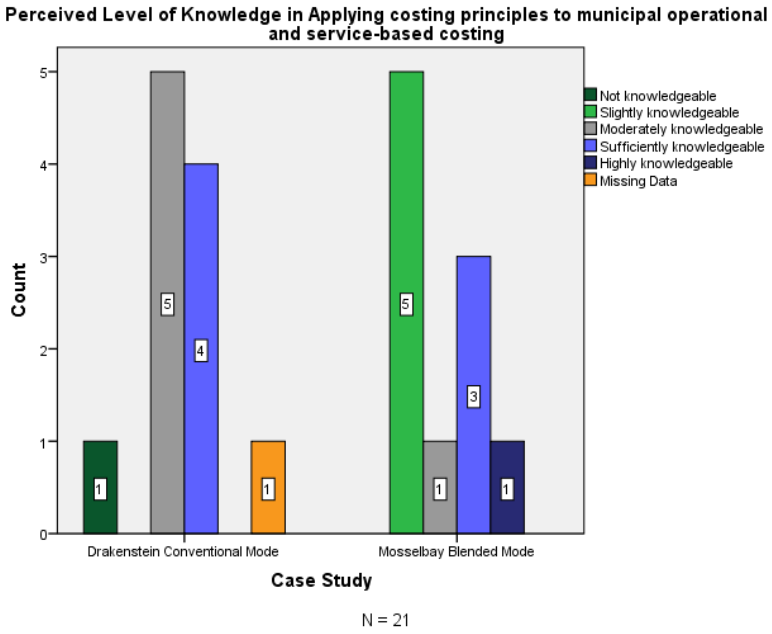
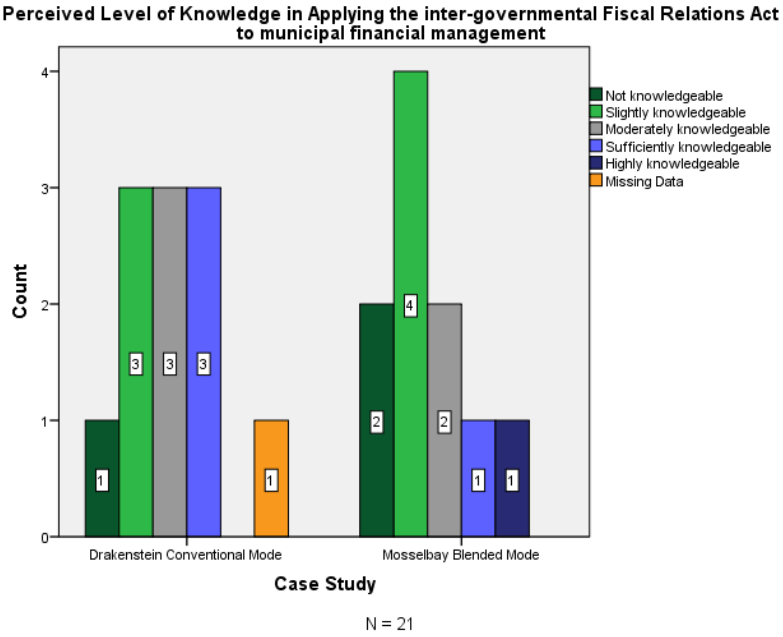
Table 6.30: Perceived level of knowledge in applying costing principles to municipal operational and service-based costing



6.2.1.31 Question 34

Table 6.31: Perceived level of knowledge in applying the Inter-Governmental Fiscal Relations Act to municipal finance management



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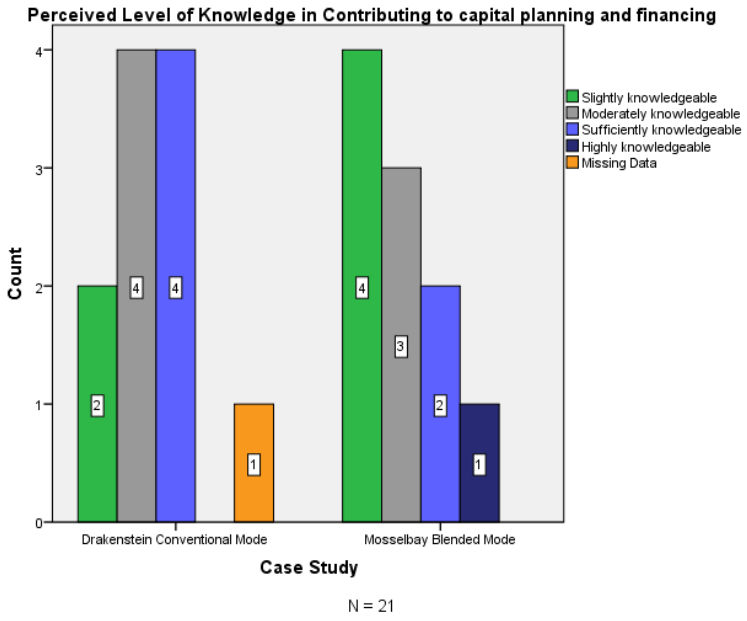
The perceived level of knowledge in table 6.31 in terms of the application of the Inter-Governmental Fiscal Relations Act to municipal finance management was varied in each case, with Mossel Bay participants showing a majority of negative response ratings of 40% (4/10) slight knowledgeability and 20% (2/10) no knowledgeability, 20% (2/10) moderate knowledgeability, and 10% (1/10) each for ratings of sufficient knowledgeability and high knowledgeability. Whereas Drakenstein participants provided a 27.3% (3/11) each to the ratings of slight knowledgeability, moderate knowledgeability and sufficient knowledgeability, as well as 9.1% (1/11) for both no knowledgeability and no response ratings.

6.2.1.32 Question 35

Mossel Bay participants mostly disagree that they have knowledge in contributing to capital planning and financing as depicted in table 6.32, with a percentage of 40 (4/10) indicating slight knowledgeability while the remainder specify a moderate knowledgeability rating of 30% (3/10), a sufficient knowledgeability rating of 20% (2/10) and a high knowledgeability rating of 10% (1/10). Drakenstein shows a more positive reaction to this area of knowledge with a 36.4% (4/11) moderate knowledgeability, 36.4% (4/11) sufficient knowledgeability, 18.2% (2/11) slight knowledgeability and a 9.1% (1/11) of no response rating.

Table 6.32: Perceived level of knowledge in contributing to capital planning and financing



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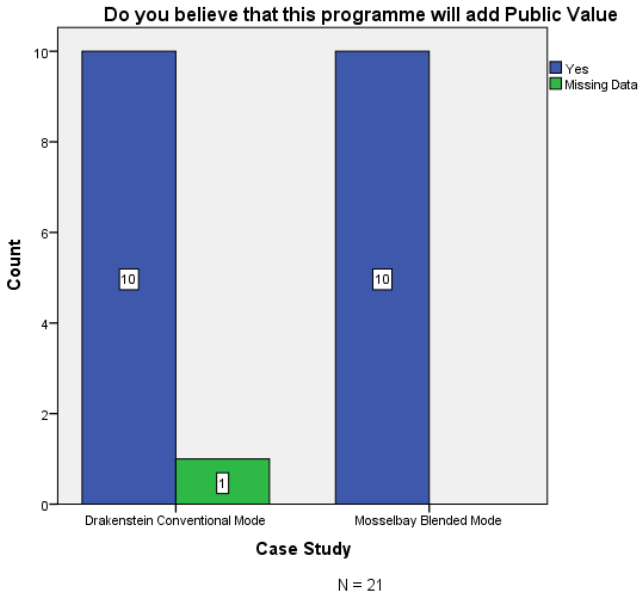
6.2.1.33 Question 37

Table 6.33: Do you believe that this program will add public value?



Public value is created through service delivery in which finance management is merely a resource. However, it is important that public officials be aware of the value created at each level of the process of service delivery, so as to understand the important role they play towards the delivery of services. Therefore, a link can be established in terms of whether participants believe that public value is created through the Municipal Minimum Competence Program and the assessment of whether the participants have an understanding of what public value is. The result may indicate a motivation for better performance amongst the municipal officials as they are part of the community they serve as public value is created in public and private sectors including the community or citizenry.

According to the evidence collected with reference to sub-section 6.2.1.33 annexure 5 and 6.2.1.34 both cases of Drakenstein and Mossel Bay municipality participants indicate in table 6.33 that majority believe that public value is created through this program. However, their interpretation of what public value is can be clarified in terms of the training.

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6.3 COMPARATIVE POST-COURSE EVALUATION OF DRAKENSTEIN CONVENTIONAL TRAINING AND MOSSEL BAY BLENDED TRAINING

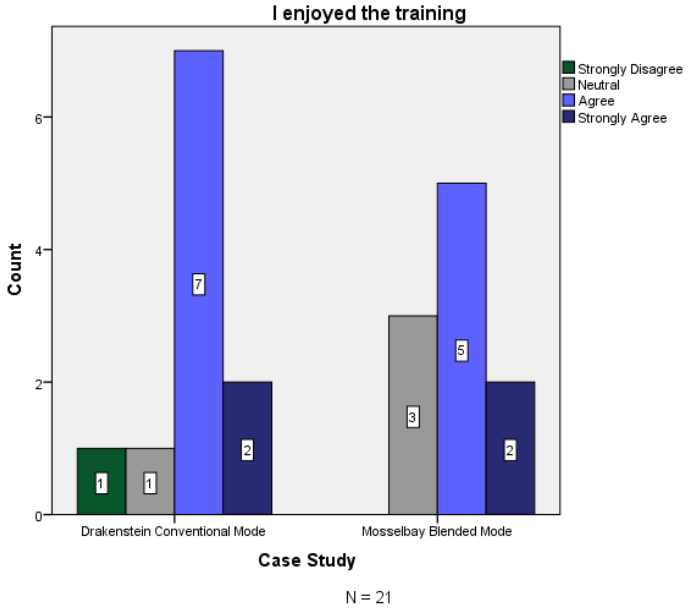
6.3.1 Introduction

The post course evaluation serves to reflect both Drakenstein and Mossel Bay participants' perception in terms of level one reaction of Kirkpatrick's model referring to subsection 4.4.2 in chapter five. The post-course evaluation took place after the entire course was completed and indicates how learner's perceptions may have changed since the pre-course evaluation. The changes in perception of the learning experience and of the program could indicate positive or negative learning curbs, which can be assumed to be as a result of the training. Furthermore, should there be significant variances in perceptions between the two groups it may also be assumed that the one method of training may be more successful than the other and will also be analysed in conjunction with actual results obtained through tests and assessments.

Questions one to three's results have been omitted from the post course questionnaire with reference to annexure three and four, so as to maintain anonymity of participants in both cases.

6.3.1.1 Question 4

Table 6.34: I enjoyed the training



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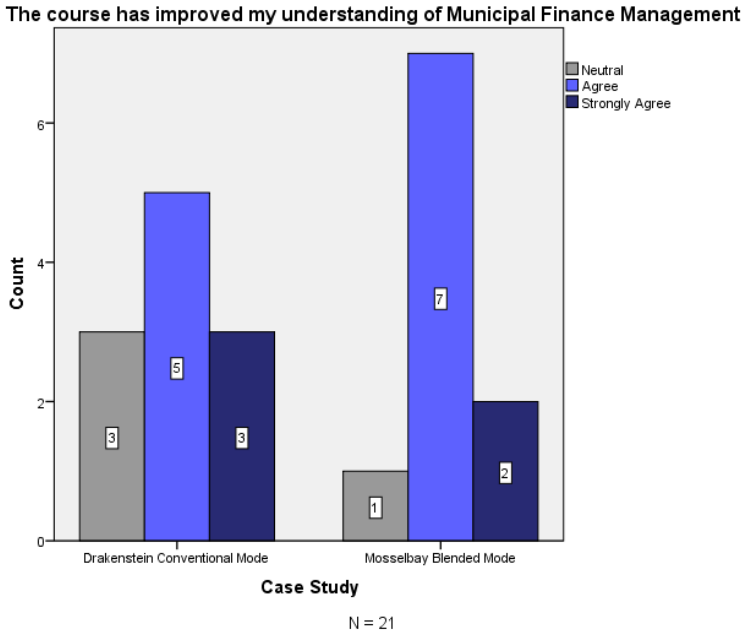
The majority of both Drakenstein and Mossel Bay participants enjoyed the training as shown in table 6.34, with a 63.6% (7/11) and 50% (5/10) agreement rating as well as an 18.2% (2/11) and 20% (2/10) strong agreement, respectively. While, 9.1% (1/11) of Drakenstein participants remained neutral and 9.1% (1/11) strongly disagreed, whereas 30% (3/10) of Mossel Bay participants remained neutral.

6.3.1.2 Question 5

Positive feedback was given in terms of the Municipal Minimum Competency Course improvement of the participants' understanding of municipal finance management in both cases shown in table 6.35. Drakenstein participants indicated 45.5% (5/11) agreement, 27.3% (3/11) strong agreement and 27.3% (3/11) neutrality, while Mossel Bay participants indicated a 70% (7/10) agreement and a 20% (2/10) strong agreement, including a 10% (1/10) neutrality.

Table 6.35: The course improved my understanding of municipal finance management



6.3.1.3 Question 6

According to table 6.36, the majority of participants from both cases agreed that the learning objectives of the course were met sufficiently, with Drakenstein indicating a 54.5% (6/11) agreement, an 18.2% (2/11) strong agreement and 27.3% (3/11) remaining neutral. Mossel Bay

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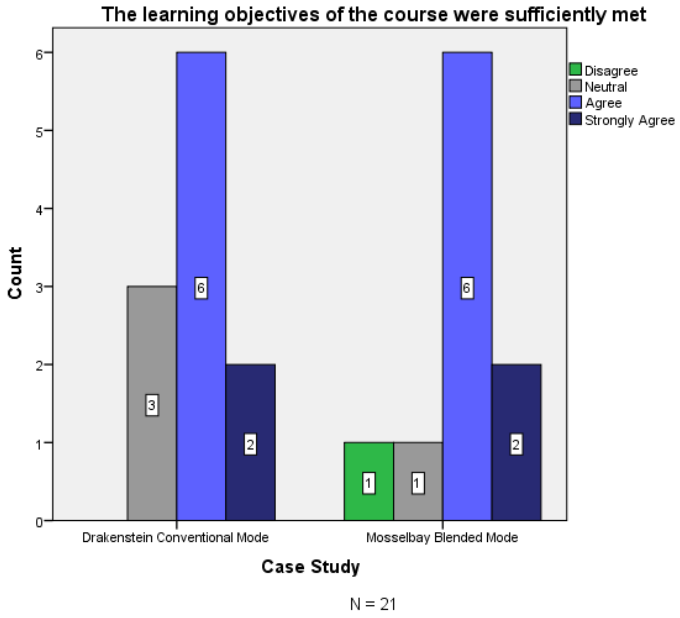
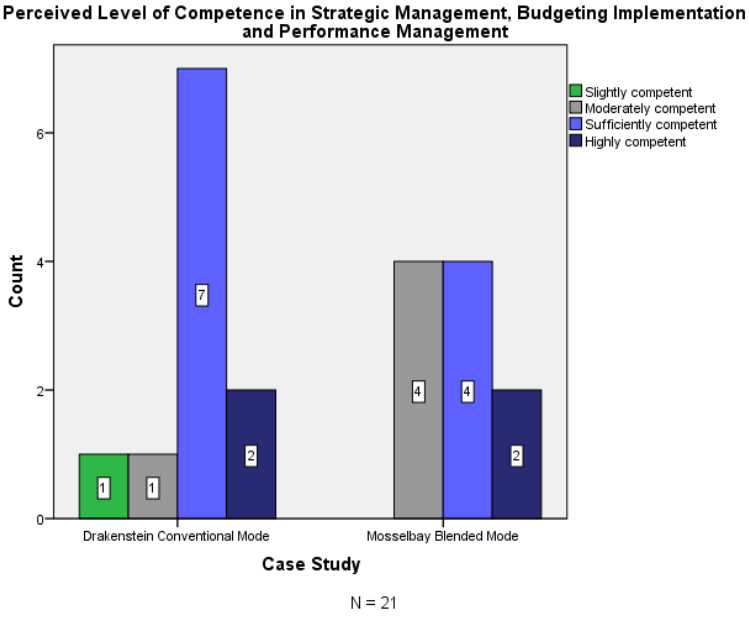
indicate a 60% (6/10) agreement, 20% (2/10) strong agreement, 10% (1/10) disagreement, and a further 10% (1/10) neutrality.

Table 6.36: The learning objectives of the course were sufficiently met



6.3.1.4 Question 7

Table 6.37: Perceived level of competence in strategic management, budgeting implementation and performance management



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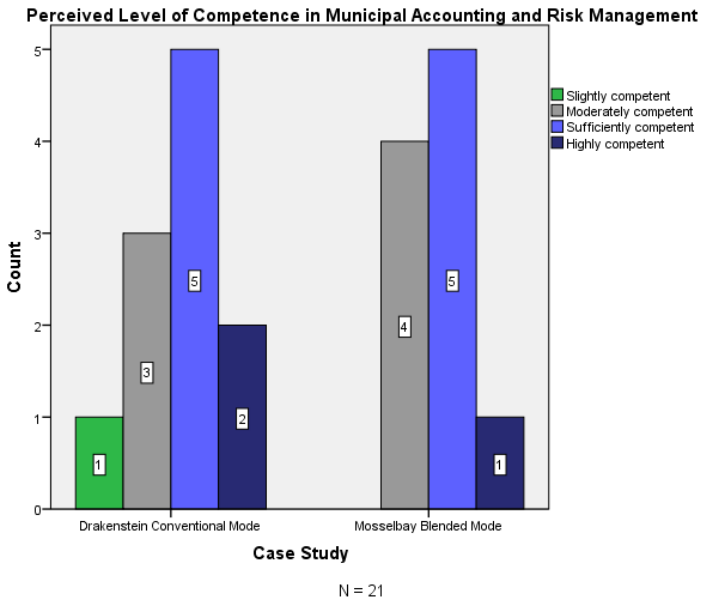
The level of perceived competence in strategic management, budgeting implementation and performance management was met with a rating of 63.6% (7/11) competent, 18.2% (2/11) highly competent, and 9.1% (1/11) each for slightly competent and moderately competent by Drakenstein participants; while Mossel Bay shows a 40% (4/10) for each rating of moderately competent and sufficiently competent, including a 20% (2/10) highly competent as illustrated in table 6.37.

6.3.1.5 Question 8

Drakenstein and Mossel Bay participants perceived their level of competence in municipal accounting and risk management shown in table 6.38 to be 45.5% (5/11) sufficiently competent and 50% (5/10) sufficiently competent, respectively. Furthermore, Drakenstein participants show that 9.1% (1/11) rated slightly more competent, 27.3% (3/11) moderately competent and 18.2% highly competent, while Mossel Bay participants show 40% (4/10) moderate competence and 10% (1/10) highly competent.

Table 6.38: Perceived level of competence in municipal accounting and risk management



6.3.1.6 Question 9

According to table 6.39, the perceived level of competence in governance and legislation from Drakenstein participants include 45.5% (5/11) sufficiently competent, 27.3% (3/11) highly

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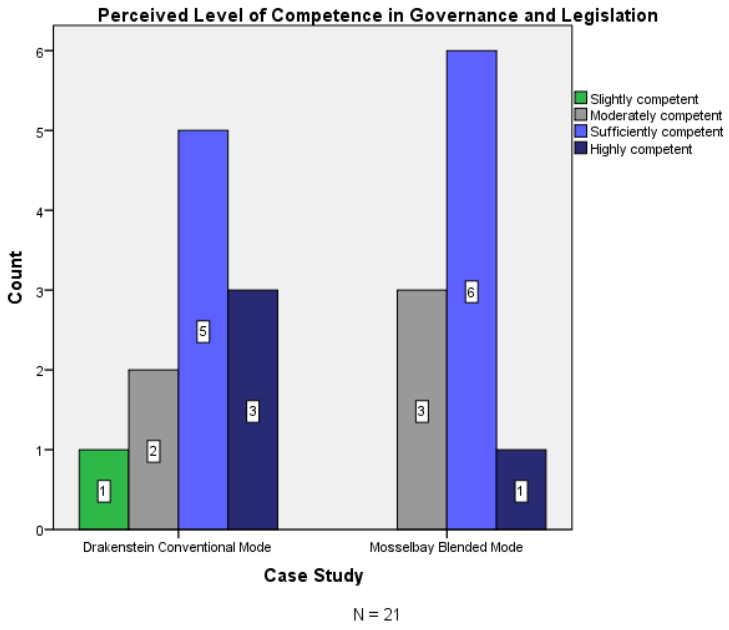
competent, 18.2% (2/11) moderately competent, and 9.1% (1/11) slightly more competent. Mossel Bay participants indicated 60% (6/10) sufficiently competent, 10% (1/10) highly competent and 30% (3/10) moderately competent.

Table 6.39: Perceived level of competence in governance and legislation



6.3.1.7 Question 10

Drakenstein participants specified a 45.5% (5/11) sufficiently competent, 18.2% (2/11) highly competent, 27.3% (3/11) moderately competent and a 9.1% (1/11) slightly more on the level of competence in costing and capital planning, municipal IT support and project management with reference to table 6.40. While Mossel Bay participants specified a 50% (5/10) sufficiently competent, 40% (4/10) moderately competent and 10% (1/10) highly competent.

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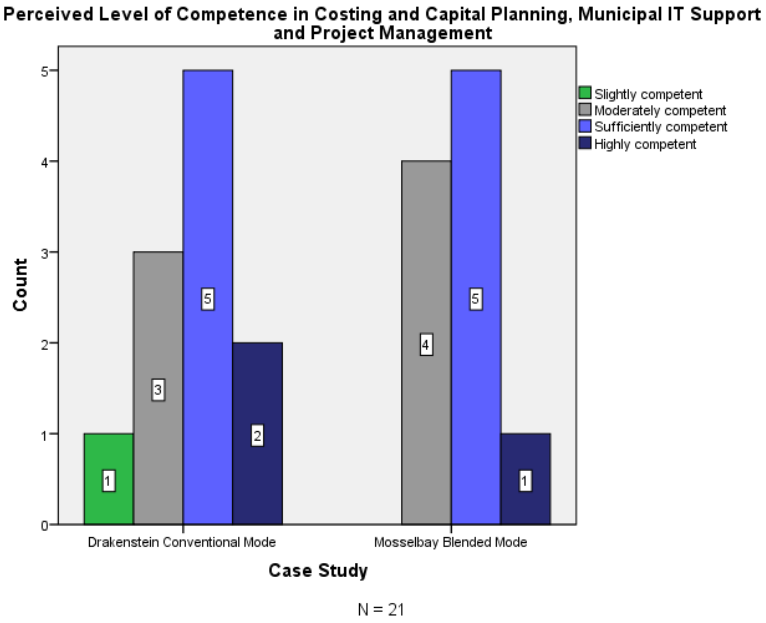
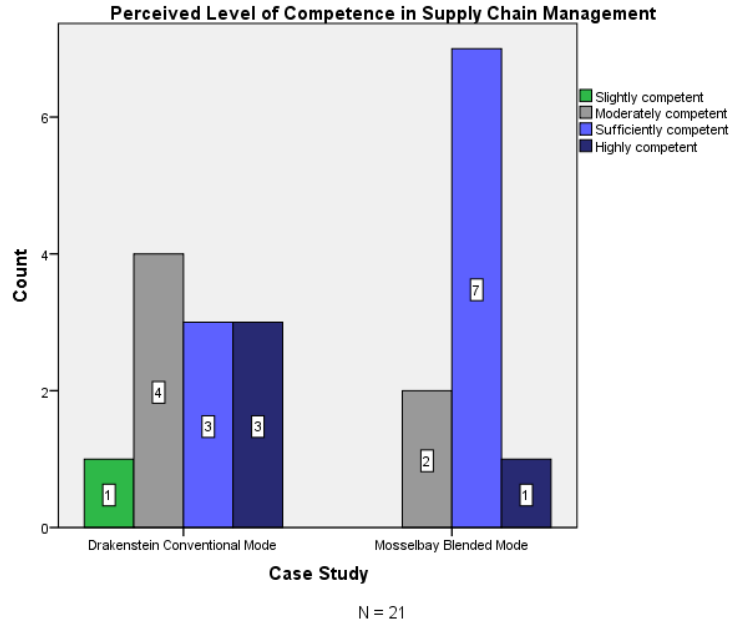
Table 6.40: Perceived level of competence in costing and capital planning, municipal IT support and project management



6.3.1.8 Question 11

Table 6.41: Perceived level of competence in supply chain management



The perceived level of competence of Drakenstein participants shown in table 6.41, in supply chain management received feedback of 27.3% (3/11) sufficient competence, 27.3% (3/11)

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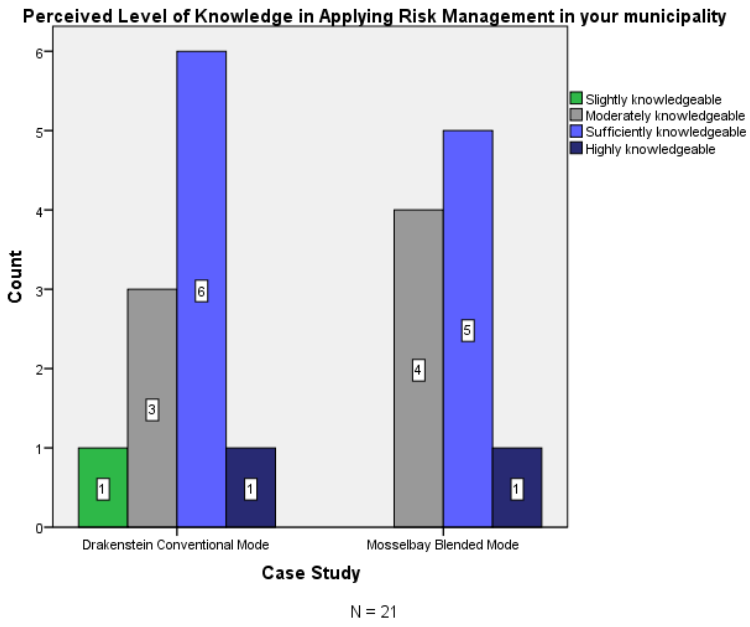
high competence, 36.4% (4/11) moderate competence and 9.1% (1/11) slight competence, while Mossel Bay participants specified 70% (7/10) sufficient competence, 10% (1/10) high competence and a 20% (2/10) moderate competence.

6.3.1.9 Question 12

Positive feedback was obtained from Drakenstein, illustrated in table 6.42, with 54.5% (6/11) sufficiently knowledgeable, 9.1% (1/11) highly knowledgeable, 27.3% (3/11) moderately knowledgeable and 9.1% (1/11) slightly knowledgeable with regards to the participants perceived level of knowledgeable in the application of risk management in their municipality. Further positive feedback pertaining to Mossel Bay was obtained including 50% (5/10) sufficiently knowledgeable, 10% (1/10) highly knowledgeable and 40% (4/10) moderately knowledgeable.

Table 6.42: Perceived level of knowledge in applying risk management in your municipality



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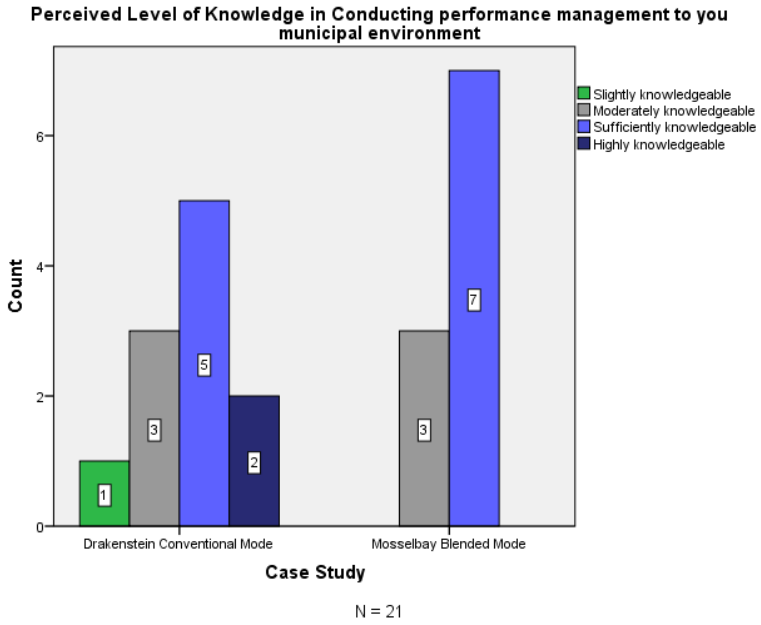
6.3.1.10 Question 13

Table 6.43: Perceived knowledge in conducting performance management in your municipal environment



According to table 6.43, positive general feedback was given pertaining to Mossel Bay participants' perceived level of knowledge in conducting performance management in their municipality, with 70% (7/10) sufficiently knowledgeable and 30% (3/10) moderately knowledgeable while Drakenstein shows 45.5% (5/11) sufficiently knowledgeable, 18.2% (2/11) highly knowledgeable, 27.3% (3/11) moderately knowledgeable and 9.1 (1/11) slightly knowledgeable.

6.3.1.11 Question 14

Perceived levels of knowledge in the application of approaches to managing municipal income and expenditure within a multi-year framework according to table 6.44, amongst Drakenstein participants include a 36.4% (4/11) sufficient knowledgeability, 36.4% (4/11) moderate knowledgeability, 18.2% (2/11) high knowledgeability and 9.1% (1/11) slight knowledgeability. Mossel Bay participants indicated 50% (5/10) sufficient knowledgeability, 20% (2/10) high knowledgeability, 20% (2/10) moderate knowledgeability and 10% (1/10) slight knowledgeability.

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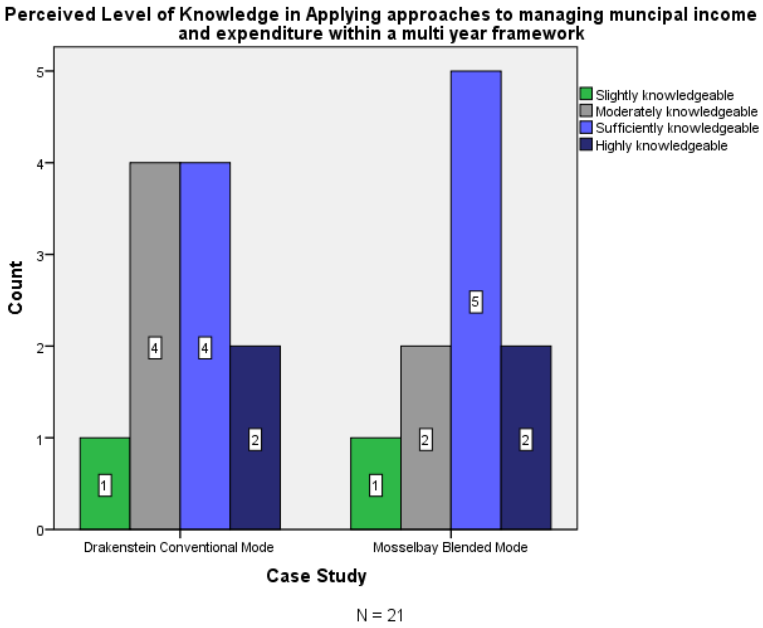
Table 6.44: Perceived knowledge in applying approaches to managing municipal income and expenditure within a multi-year framework



6.3.1.12 Question 15

The perceived level of knowledge in application of ethical principles in the work environment as shown in table 6.45 indicates a 70% (7/10) sufficiently knowledgeable response rate from Mossel Bay participants with a further 30% (3/10) remaining moderately knowledgeable; while Drakenstein participants indicated 36.4% (4/11) sufficiently knowledgeable, 36.4% (4/11) highly knowledgeable, 18.2% (2/11) remaining moderately knowledgeable, while 9.1% (1/11) slightly knowledgeable.

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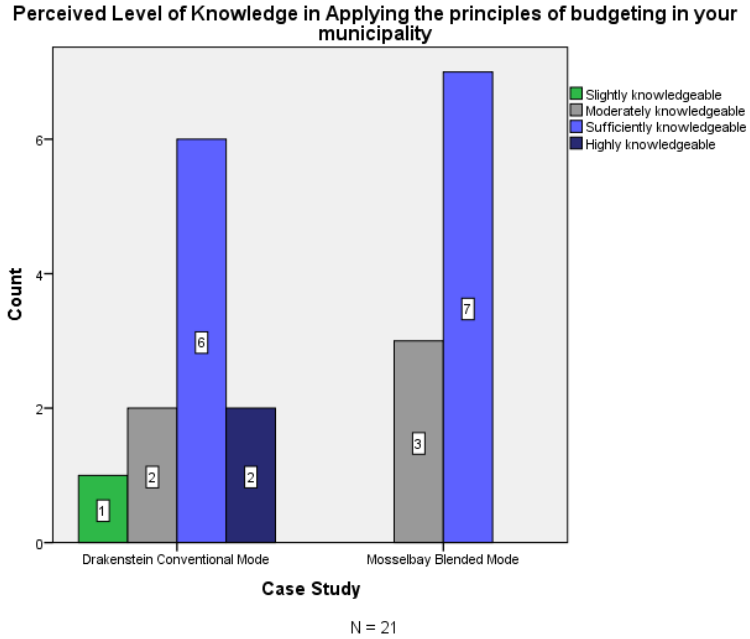
Table 6.45: Perceived level of knowledge in applying the principles of ethics in your environment

6.3.1.13 Question 16

Table 6.46: Perceived level of knowledge in applying the principles of budgeting in your municipality



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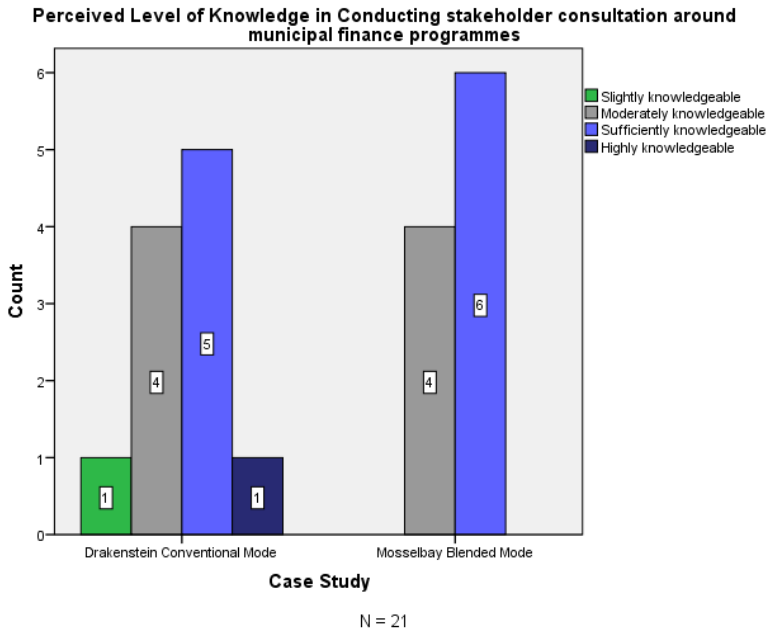
Mossel Bay participants believe they are sufficiently knowledgeable with reference to table 6.46, with 70% (7/10) stating that they have knowledge in applying principles of budgeting, while 30% (3/10) are moderately knowledgeable. Drakenstein participants specify a 54.5% (6/11) sufficient knowledgeability, 18.2 (2/11) high knowledgeability, 18.2% (2/11) moderate knowledgeability and a 9.1% (1/11) slight knowledgeability.

6.3.1.14 Question 17

The perception of Drakenstein participants illustrated in table 6.47, in terms of their level of knowledge in conducting stakeholder consultation around municipal finance programs shows that 45.5% (5/11) have sufficient knowledge, 9.1% (1/11) are highly knowledgeable, 36.4% (4/11) moderately knowledgeable and 9.1% (1/11) slightly knowledgeable. Mossel Bay participants show that 60% (6/10) are sufficiently knowledgeable and 40% (4/10) are moderately knowledgeable.

Table 6.47: Perceived level of knowledge in conducting stakeholder consultation around municipal finance programs



6.3.1.15 Question 18

The perceived level of knowledge in conducting auditing, planning and implementation amongst Drakenstein municipality participants' shows that 36.4% (4/11) are sufficiently

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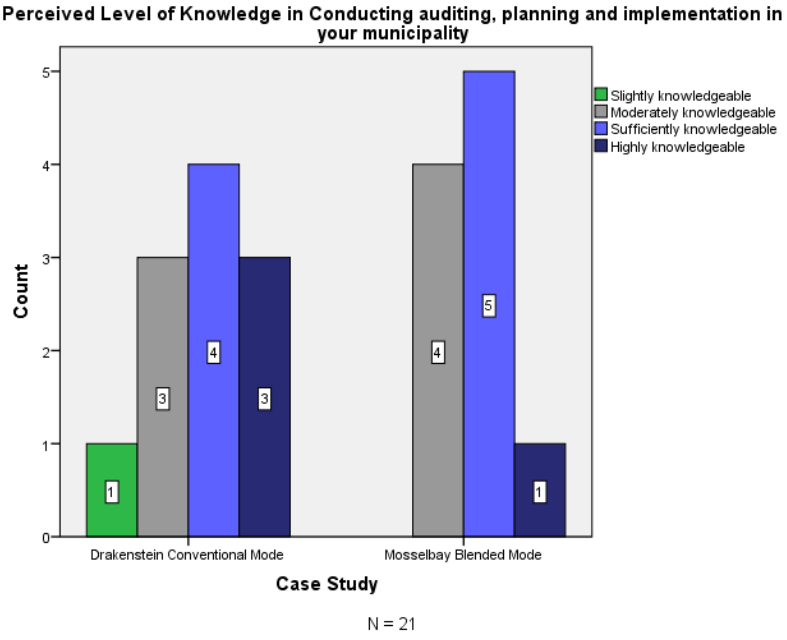
knowledgeable, 27.3% (3/11) highly knowledgeable, 27.3% (3/11) moderately knowledgeable and 9.1% (1/11) slightly knowledgeable. Mossel Bay participants indicated that 50% (5/10) are sufficiently knowledgeable, and 10% (1/10) highly knowledgeable, while 40% (4/10) are moderately knowledgeable to the above statement with reference to table 6.48.

Table 6.48: Perceived level of knowledge in conducting auditing, planning and implementation in your municipality



6.3.1.16 Question 19

The perceived level of knowledge as depicted in table 6.49 in terms of participation in design and implementation of municipal supply chain management amongst Mossel Bay participants indicates 70% (7/10) sufficient knowledgeability, while 30% (3/10) have moderate knowledgeability. Drakenstein participants show a 36.4% (4/11) sufficient knowledgeability, 18.2% (2/11) high knowledgeability, 36.4% (4/11) moderate knowledgeability and 9.1% (1/11) slight knowledgeability.

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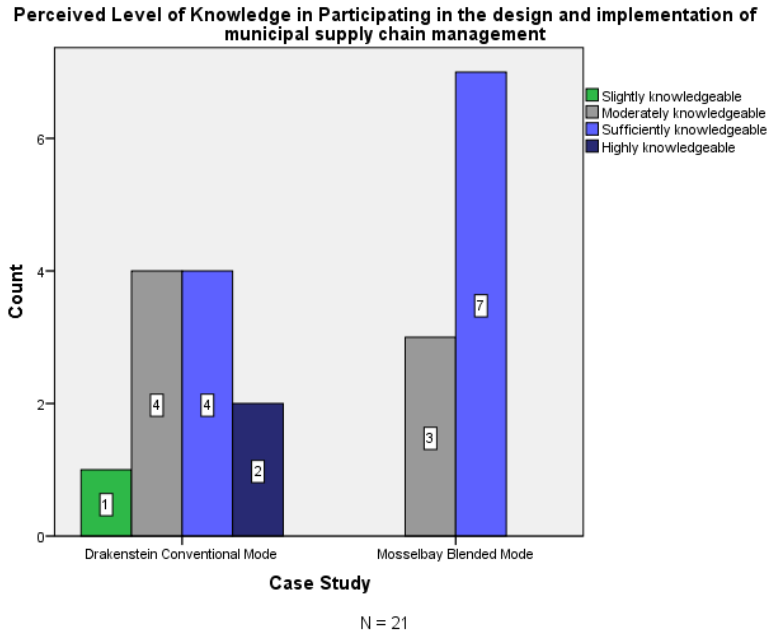
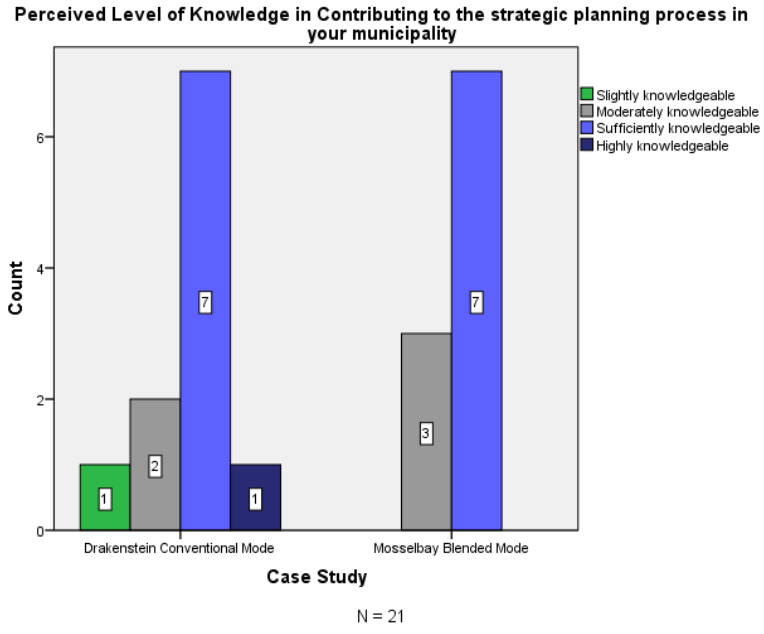
Table 6.49: Perceived level of knowledge in participating in the design and implementation of municipal supply chain management



6.3.1.17 Question 20

Table 6.50: Perceived level of knowledge in contributing to the strategic planning process in your municipality



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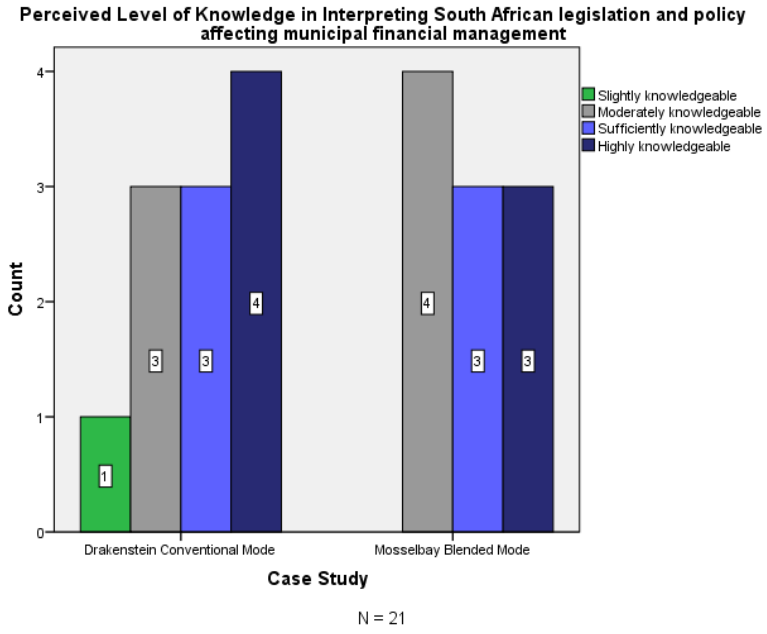
The perceived level of knowledge as indicated in table 6.50, in contributing to the strategic planning process of a municipality indicates that both Drakenstein and Mossel Bay participants are mostly sufficiently knowledgeable. Drakenstein feedback illustrates 63.6% (7/11) sufficient knowledgeability, 9.1% (1/11) high knowledgeability, 18.2% (2/11) moderate knowledgeability and 9.1% (1/11) slight knowledgeability. Mossel Bay feedback illustrates they are 70% (7/10) sufficiently knowledgeable and the remaining 30% (3/10) are moderately knowledgeable.

6.3.1.18 Question 21

Table 6.51: Perceived level of knowledge in interpreting South African legislation and policy affecting municipal finance management



According to figure 6.51, the perceived level of knowledge in the interpretation of South African legislation and policy affecting municipal finance management shows a highly knowledgeable response rating in both cases. Drakenstein produced a 36.4% (4/11) highly knowledgeable rating, 27.3% (3/11) sufficiently knowledgeable, 27.3% (3/11) moderately knowledgeable and 9.1% (1/11) slightly knowledgeable response rating. However, Mossel Bay participants show a high percentage of moderately knowledgeable ratings of 40% (4/10), 30% (3/10) sufficiently knowledgeable and a further 30% (3/10) highly knowledgeable response.

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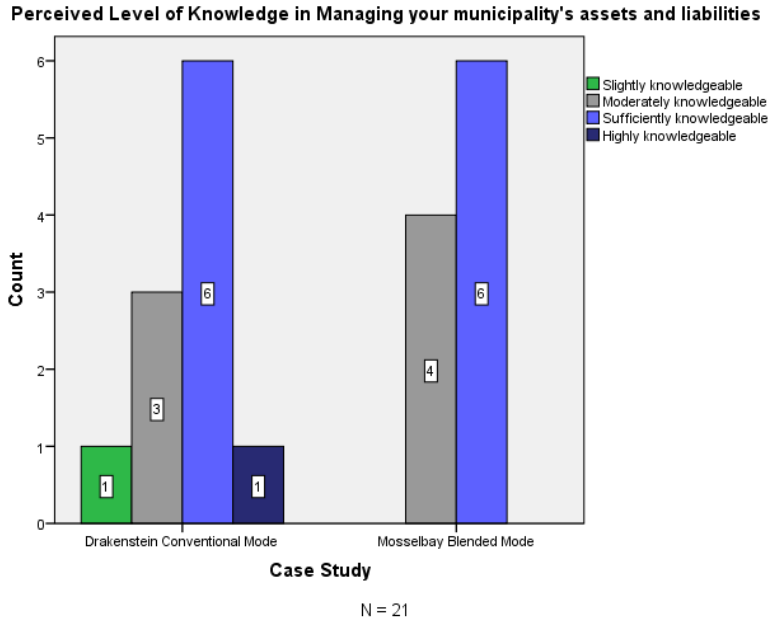
6.3.1.19 Question 22

The overall rating on perceived knowledge according to table 6.52, in terms of management of municipal assets and liabilities amongst Mossel Bay participants included 60% (6/10) sufficient knowledgeability and a 40% (4/10) moderate knowledgeability. While Drakenstein participants are 54.5% (6/11) sufficiently knowledgeable, 9.1% (1/11) highly knowledgeable, 9.1% (1/11) not knowledgeable and 27.3% (3/11) moderately knowledgeable.

Table 6.52: Perceived level of knowledge in managing your municipality's assets and liabilities



6.3.1.20 Question 23

The perceived level of knowledge pertaining to preparing and analysing municipal financial reports indicated in table 6.53 shows that Mossel Bay participants are 80% (8/10) sufficiently knowledgeable and 20% (2/10) moderately knowledgeable, while Drakenstein participants are 36.4% (4/11) sufficiently knowledgeable, 18.2% (2/11) highly knowledgeable, 36.4% (4/11) moderately knowledgeable and, finally, 9.1% not knowledgeable with regards to the above statement.

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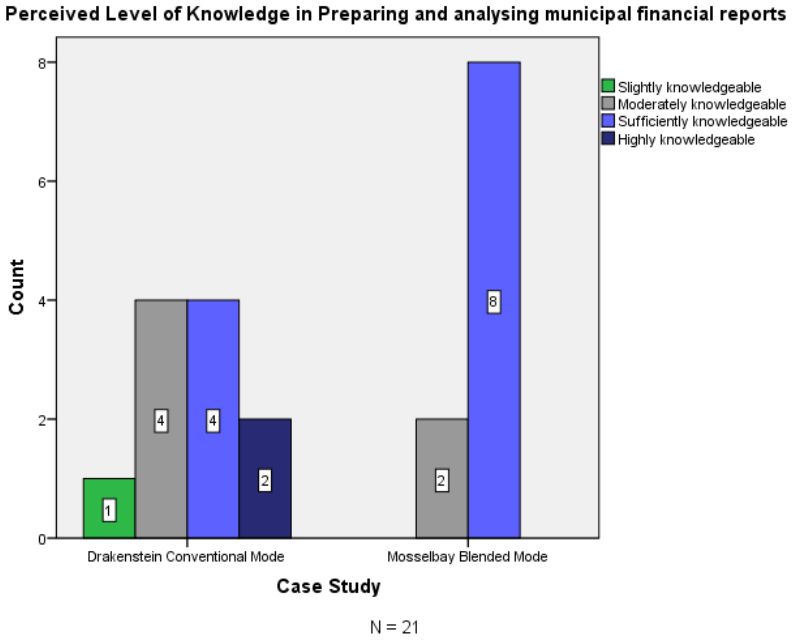
Table 6.53: Perceived level of knowledge in preparing and analysing municipal financial reports



6.3.1.21 Question 24

The perceived level of knowledge in planning a municipal budgeting and reporting cycle amongst Mossel Bay participants is that 80% (8/10) are sufficiently knowledgeable and 20% (2/10) are moderately knowledgeable, while Drakenstein participants are 54.5% (6/11) sufficiently knowledgeable, 27.3% (3/11) moderately knowledgeable, 9.1% (1/11) highly knowledgeable and 9.1% (1/11) slightly knowledgeable as illustrated in table 6.54.

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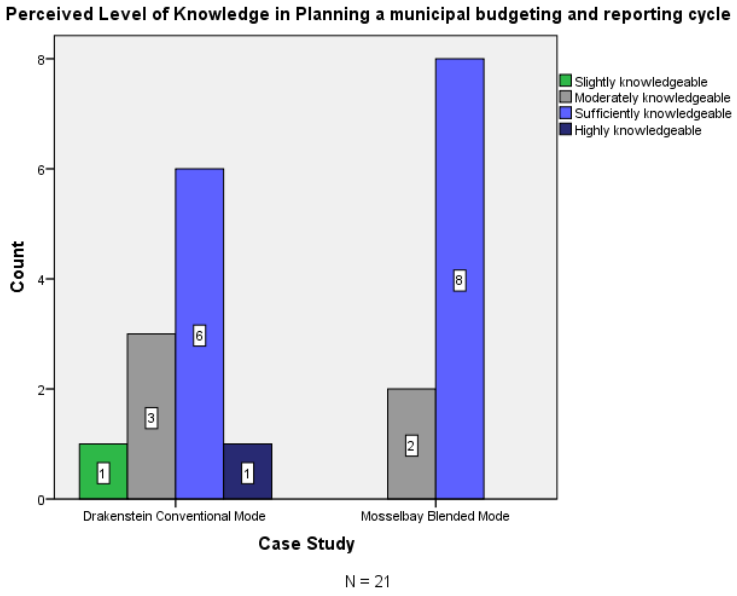
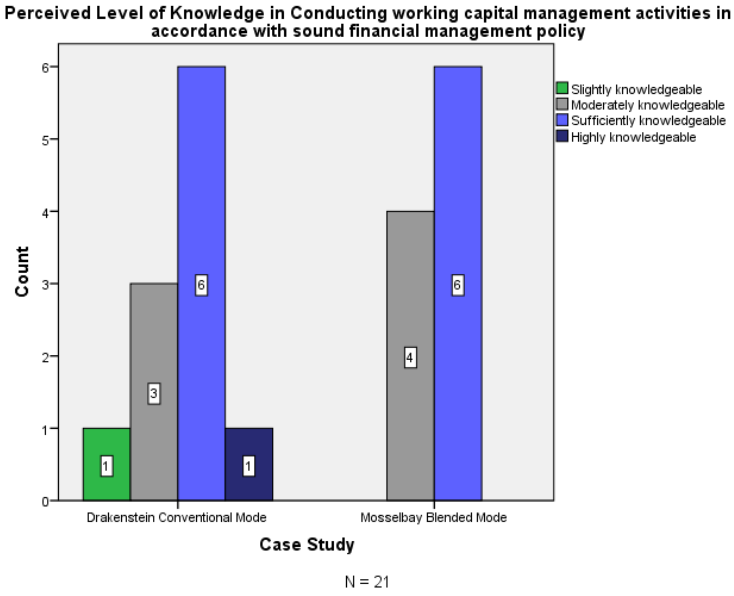
Table 6.54: Perceived level of knowledge in planning a municipal budget and reporting cycle



6.3.1.22 Question 25

Table 6.55: Perceived level of knowledge in conducting working capital management activities in accordance with sound financial management policy



According to table 6.55, the perceived level of knowledge in conducting working capital management activities pertaining to sound financial management policy shows that Mossel Bay

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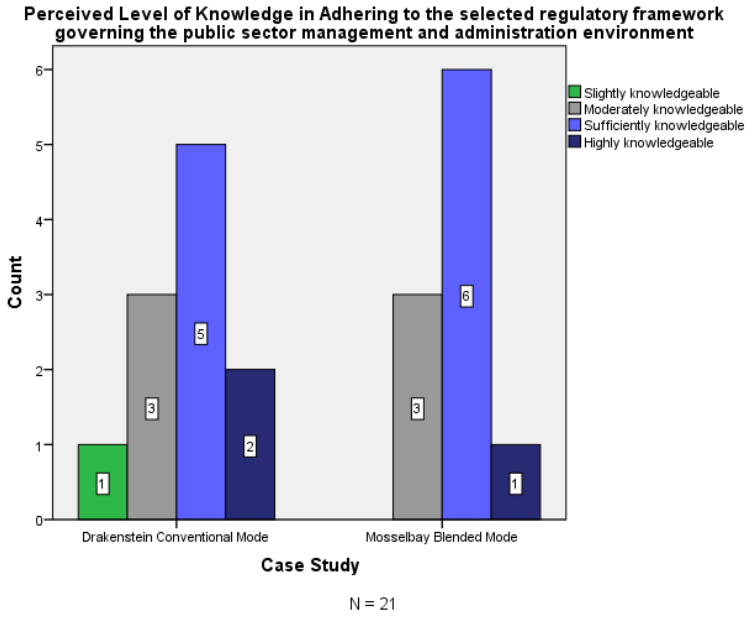
participants are 60% (6/10) sufficiently knowledgeable and 40% (4/11) moderately knowledgeable. Drakenstein participants are 54.5% (6/11) sufficiently knowledgeable, 27.3% (3/11) moderately knowledgeable, and 9.1% (1/11) for both highly and slightly knowledgeable.

6.3.1.23 Question 26

Table 6.56: Perceived level of knowledge in adhering to the selected regulatory framework governing the public sector management and administration environment



Ratings on perceptions of knowledgeability in adhering to the selected regulatory framework governing the public sector management and administration environment are generally positive as depicted in table 6.56. Indications include ratings of 18.2% (2/11) highly knowledgeable, 45.5% (5/11) sufficiently knowledgeable, 27.3% (3/11) moderately knowledgeable, and 9.1% (1/11) slightly knowledgeable. Mossel Bay indicates ratings of 10% (1/10) highly knowledgeable, 60% (6/10) sufficiently knowledgeable, and 30% (3/10) moderately knowledgeable.

6.3.1.24 Question 27

Drakenstein participants show a majority of 72.7% (8/11) sufficient knowledgeability with regards to perceived level of knowledge in applying cost management information systems in

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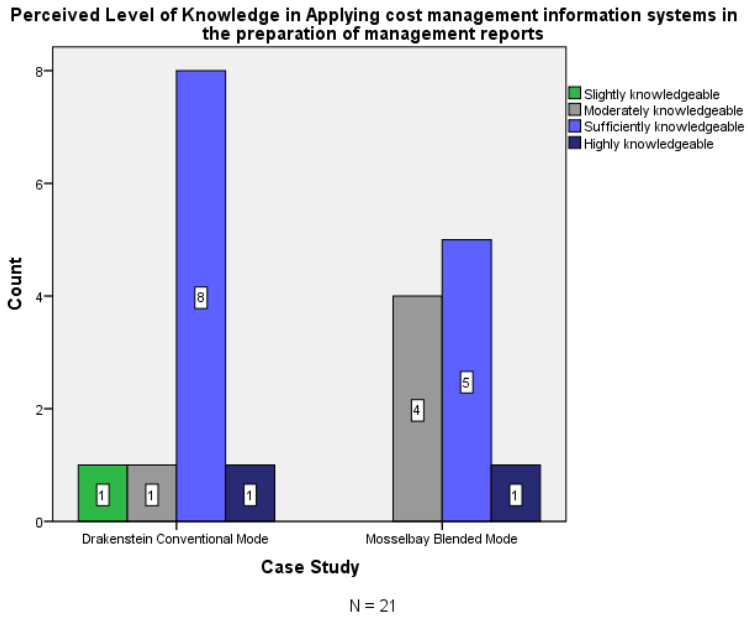
the preparation of management reports indicated in table 6.57. In addition, each of the levels of high knowledgeability, moderate knowledgeability and slight knowledgeability received a 9.1% (1/11) rating by Drakenstein participants. However, Mossel Bay participants show a 10% (1/10) high knowledgeability, 50% (5/10) sufficient knowledgeability, and 40% (4/10) moderate knowledgeability.

Table 6.57: Perceived level of knowledge in applying cost management information systems in the preparation of management reports



6.3.1.25 Question 28

Drakenstein participants perceived their level of knowledge in applying operations research principles, and tools in the management of project activities and resources to be 18.2% highly knowledgeable, 54.5% (6/11) sufficient, 18.2% (2/11) moderate and 9.1% slightly knowledgeable in table 6.58. While Mossel Bay participants perceived their knowledge in the above mentioned area to be 10% (1/10) highly knowledgeable, 50% (5/10) sufficient, and 40% (4/10) moderate.

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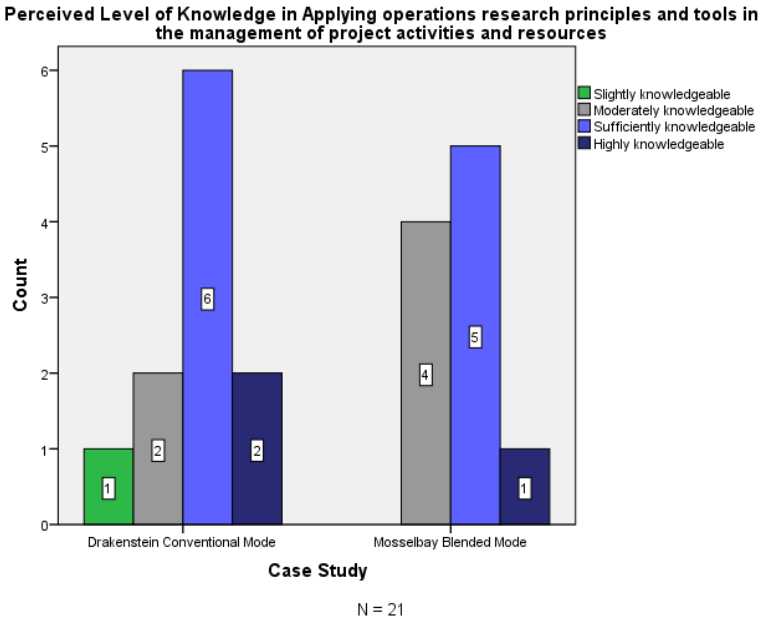
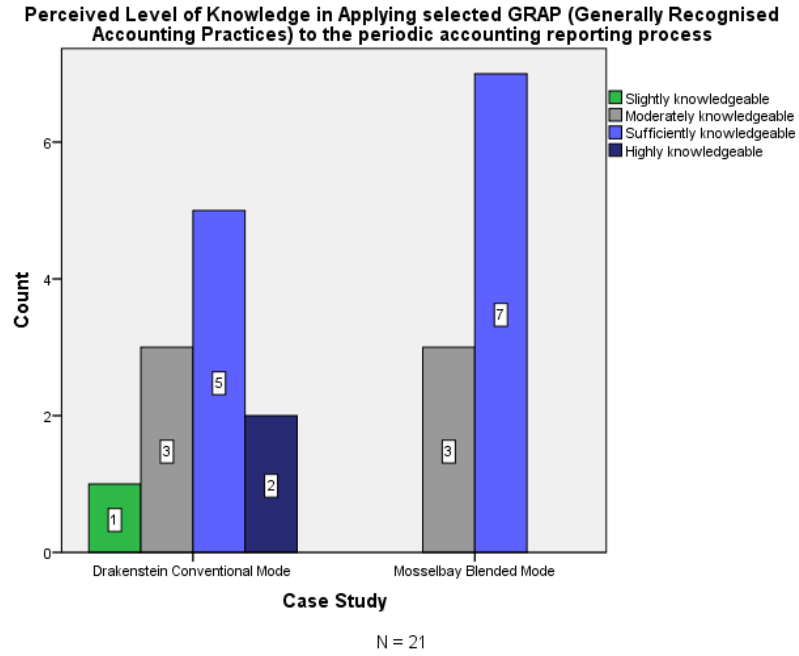
Table 6.58: Perceived level of knowledge in applying operations research principles and tools in the management of project activities and resources



6.3.1.26 Question 29

Table 6.59: Perceived level of knowledge in applying selected GRAP (Generally Recognised Accounting Practices) to the periodic accounting reporting process



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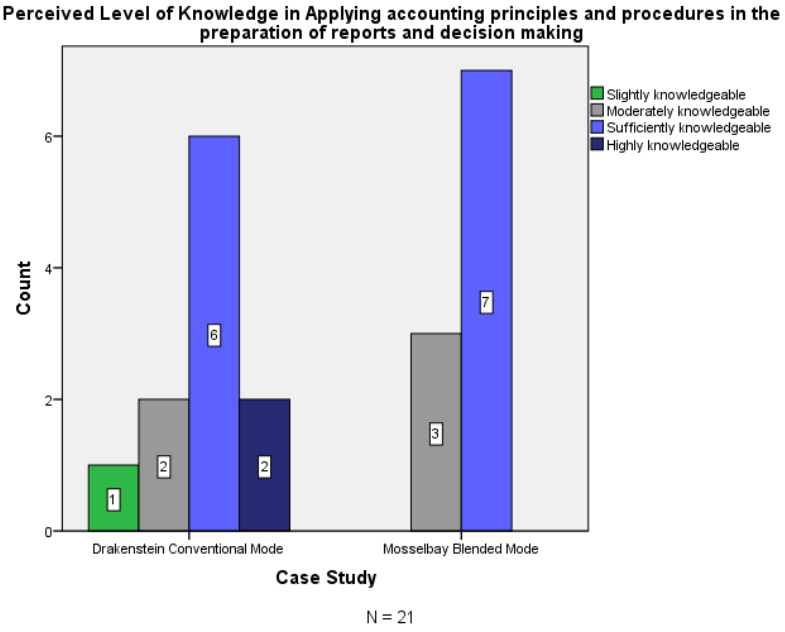
According to table 6.59, Mossel Bay participants perceived their knowledge in applying selected GRAP to the periodic accounting report process to be 70% (7/10) sufficient, and 30% (3/10) moderate; while Drakenstein participants perceived theirs to be 18.2% (2/11) highly knowledgeable, 45.5% (5/11) sufficient, 27.3% (3/11) moderate and 9.1% slight.

6.3.1.27 Question 30

Table 6.60: Perceived level of knowledge in applying accounting principles and procedures in the preparation of reports and decision making



Mossel Bay participants perceived their knowledge on application of accounting principles and procedures in preparation of reports and decision making in table 6.60 to be 70% (7/10) sufficient and 30% (3/10) moderate. Drakenstein participants perceived their levels of knowledge to be 18.2% (2/11) highly knowledgeable, 54.5% (6/11) sufficient, 18.2% (2/11) moderate and 9.1% (1/11) slight.

6.3.1.28 Question 31

The perceived level of knowledge as indicated in table 6.61, in the application of information systems to public finance and administration has a majority rating of sufficient knowledgeability in both cases. Mossel Bay indicates 70% (7/10) sufficient knowledgeability

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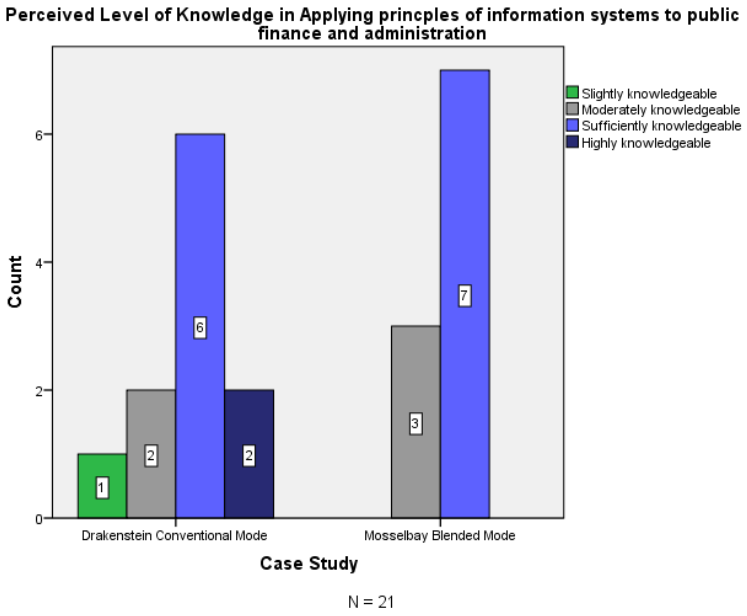
and 30% (3/10) moderate knowledgeability, whereas Drakenstein indicates 18.2% (2/11) high knowledgeability, 54.5% sufficient knowledgeability, 18.2% (2/11) moderate knowledgeability, and 9.1% (1/11) slight knowledgeability.

Table 6.61: Perceived level of knowledge in applying principles of information systems to public finance and administration



6.3.1.29 Question 32

Mossel Bay participants indicated a perceived level of knowledgeability in applying costing principles to municipal operational and service-based costing of 10% (1/10) high knowledgeability, 60% (6/10) sufficient knowledgeability, and 30% (3/10) moderate knowledgeability. Drakenstein participants indicated 18.2% (2/11) high knowledgeability, 45.5% (5/11) sufficient knowledgeability, 27.3% (3/11) moderate knowledgeability and a remaining 9.1% (1/11) as slightly knowledgeable as shown in table 6.62.

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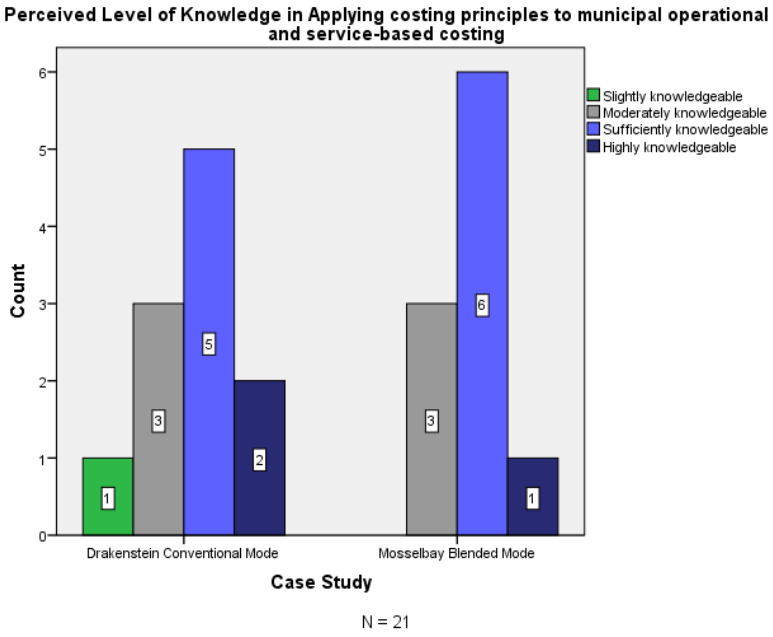
Table 6.62: Perceived level of knowledge in applying costing principles to municipal operational and service-based costing



6.3.1.30 Question 33

Table 6.63 shows that the perceived level of knowledge in applying the Inter-Governmental Fiscal Relations Act to municipal finance management indicates that Mossel Bay participants are 70% (7/10) sufficiently knowledgeable and 30% (3/10) moderately knowledgeable. While Drakenstein participants are 18.2% (2/11) highly knowledgeable, 45.5% (5/11) sufficiently knowledgeable, 27.3% (3/11) moderately knowledgeable and 9.1% (1/11) slightly knowledgeable.

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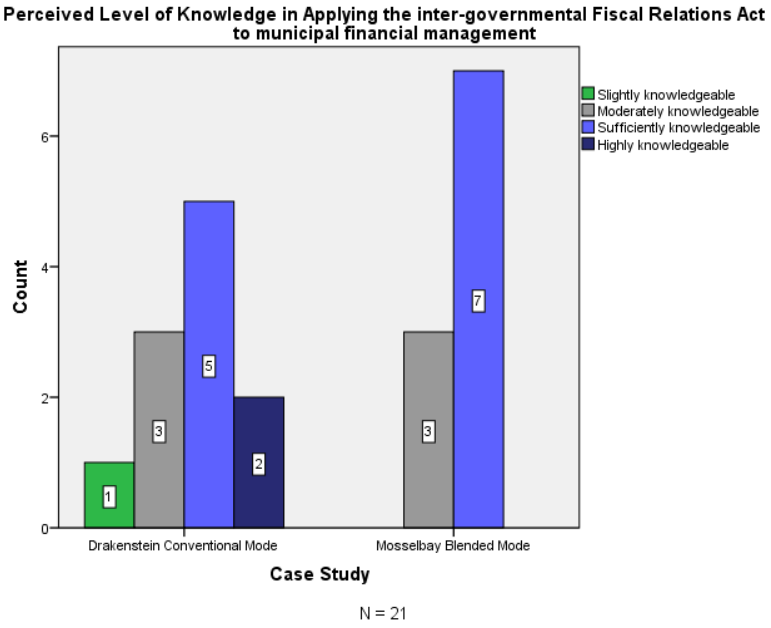
Table 6.63: Perceived level of knowledge in applying the Inter-Governmental Fiscal Relations Act to municipal finance management



6.3.1.31 Question 34

Perceived levels of knowledge according to table 6.64, on contribution towards capital planning and financing amongst Mossel Bay participants provides 70% (7/10) sufficient knowledgeability and a 30% (3/10) remaining moderate knowledgeability. Drakenstein provides that which is 54.5% (6/11) sufficiently knowledgeable, 18.2% (2/11) highly knowledgeable, and 18.2% (2/11) moderately knowledgeable and includes a 9.1% (1/11) slightly knowledgeable rating.

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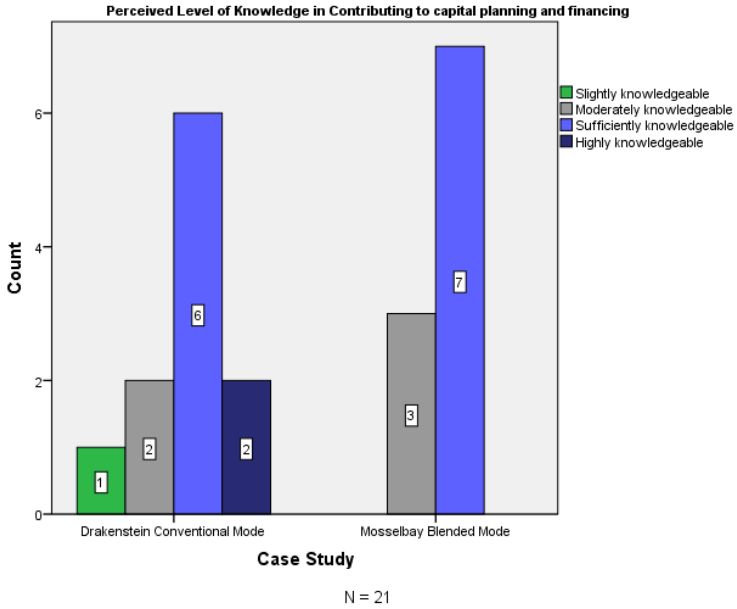
Table 6.64: Perceived level of knowledge in contributing to capital planning and financing



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6.4 ACTUAL RESULTS OF THE SAMPLE POPULATION

The actual results refer to the average achievement of competency for each unit standard registered which, includes the attainment of at least 50% for the test and assignment assessments pertaining to participants from each case including the Drakenstein conventional and Mossel Bay blended pedagogies. The actual results will therefore reflect the level of learning that took place in each case referring to Kirkpatrick's level two in subsection 2.4.2.1 and 5.9.2. Providing for the presence of outliers a comparison between the exclusion and inclusion of outliers was conducted in each case demonstrating the significant impact to the pattern of the competency achievement and thus the reason for their removal.

Furthermore, given that the sample population is small and therefore cannot be generalised an analysis was conducted of the entire group of learners pertaining to both Drakenstein and Mossel Bay municipalities in order to be able to generalise the results attained.

6.4.1 The Drakenstein Conventional Training Method

Eleven learners from the Drakenstein conventional pedagogy took part in the study, however one participant was excluded as the number of registered unit standards did not conform to the sample study and therefore disrupted the pattern. Each of the remaining ten participants anonymity will be protected through an assignment of numbers, ranging from one to ten in order to reflect the number of unit standards registered for and the number for which competency was attained.

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Table 6.65. Drakenstein participants' attainment of competency including and excluding outliers

Exluding Outliers

Number One		Number Six	
Registered	15	Registered	15
Competent	15	Competent	15

Number Two		Number Seven	
Registered	15	Registered	15
Competent	15	Competent	15

Number Three		Number Eight	
Registered	15	Registered	15
Competent	15	Competent	14

Number Four		Number Nine	
Registered	15	Registered	15
Competent	15	Competent	15
Concessions	1		

Number Five		Number Ten	
Registered	11	Registered	15
Competent	11	Competent	11
		Concessions	4

Including Outliers

Number One		Number Seven	
Registered	15	Registered	15
Competent	15	Competent	15

Number Two		Number Eight	
Registered	15	Registered	15
Competent	15	Competent	15

Number Three		Number Nine	
Registered	15	Registered	15
Competent	15	Competent	14

Number Four		Number Ten	
Registered	5	Registered	15
Competent	0	Competent	15

Number Five		Number Eleven	
Registered	15	Registered	15
Competent	15	Competent	11
Concessions	1	Concessions	4

Number Six	
Registered	11
Competent	11

6.4.1.1 Attainment of competency amongst Drakenstein participants (Excluding Outliers)

The total sum of unit standards registered for amongst Drakenstein participants shown in table 6.65 excluding the outliers, gives a total sum of 146 which gives an average of 15 unit standards registered per person. The competency achieved amongst the 146 unit standards registered for was 126 which gives the Drakenstein training mode an average pass rate of 86.3%. The registration of 5 concessions were made use of for which participant number four attained competency for a single unit standard, whereas participant number ten has not yet received results.

6.4.1.2 Attainment of competency amongst Drakenstein participants (Including Outliers)

The total sum of unit standards registered for amongst Drakenstein participants including outliers shown in table 6.65, gives a total sum of 151 which gives an average of 14 unit standards registered per person. The competency achieved amongst the 151 unit standards registered for was 141 which gives the Drakenstein training mode an average pass rate of 93%. The registration of 5 concessions were made use of for which participant number five attained

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competency for a single unit standard, whereas participant number eleven has not yet received results.

The comparison of the exclusion and inclusion of outliers shows a significant difference in attainment of average competency of 9.7%, therefore justifying the exclusion of the outlier.

6.4.2 Mossel Bay Blended Training Mode

Ten learners from Mossel Bay took part in the study however, for reasons of nonconformity to the study sample two learners were excluded. Each of the remaining eight remaining participants will be identified through numbers ranging from one to eight which will allow results to be illustrated in terms of the number of unit standards registered for and those for which competency was attained.

Table 6.66: Mossel Bay participants' attainment of competency

Excluding Outliers

Number One	
Registered	10
Competent	10

Number Two	
Registered	7
Competent	5
Concessions	2

Number Three	
Registered	16
Competent	16

Number Four	
Registered	15
Competent	15

Number Five	
Registered	14
Competent	10
Concessions	1

Number Six	
Registered	17
Competent	15

Number Seven	
Registered	16
Competent	16

Number Eight	
Registered	15
Competent	15

Including Outliers

Number One	
Registered	10
Competent	10

Number Two	
Registered	7
Competent	5
Concessions	2

Number Three	
Registered	16
Competent	16

Number Four	
Registered	15
Competent	15

Number Five	
Registered	14
Competent	10
Concessions	1

Number Six	
Registered	17
Competent	15

Number Seven	
Registered	24
Competent	9
Concessions	16

Number Eight	
Registered	2
Competent	2

Number Nine	
Registered	16
Competent	16

Number Ten	
Registered	15
Competent	15

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6.4.2.1 Attainment of competency amongst Mossel Bay participants (Excluding Outliers)

According to the results reflected in the table 6.66 excluding outliers, Mossel Bay participants registered for a total sum of 110 unit standards amongst eight participants, which therefore shows an average registration of 14 unit standards per participant. The attainment of competency of the 110 unit standards registered was 102, which gives the Mossel Bay blended training mode an average pass rate of 92.7%. A total number of 3 concessions were registered under the Mossel Bay blended training mode as depicted for which none have attained competency due to results not made available as yet.

6.4.2.2 Attainment of competency amongst Mossel Bay participants (Including Outliers)

According to the results reflected in the table 6.66 including outliers, Mossel Bay participants registered for a total sum of 136 unit standards amongst ten participants, which therefore shows an average registration of 14 unit standards per participant. The attainment of competency of the 136 unit standards registered was 113, which gives the Mossel Bay blended training mode an average pass rate of 83%. A total number of 19 concessions were registered under the Mossel Bay blended training mode as depicted for which none have attained competency due to results not made available as yet.

A comparison between the exclusion and inclusion of outliers revealed a difference of 9.7% justifying the removal of the two participants from the study. Furthermore, the need for concessions also decreased from 19 to 3 and therefore showing a higher performance with regards to attainment of competency on the first attempt.

6.5 ACTUAL RESULTS OF THE ENTIRE GROUP OF LEARNERS

The Drakenstein conventional pedagogy consisted of 62 registered learners of which the sample made up 11 including the outliers and 10 excluding the outliers. While the Mossel Bay registered learners included 30 learners of which 10 made up the sample population including the outliers and 8 after excluding them. Therefore, given the small number of sample participants compared to that registered, a larger set of actual results was needed to be able to generalise the study and again triangulate the data with the actual results pertaining to the

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sample population. The entire group of learner's actual results was obtained via access to the website on which the learners register and all data remains anonymous.

Providing for the presence of outliers once again, a comparison was conducted and however, not conclusive the exclusion of outliers did show a justification in both cases due to changes in the average competencies attained. Outliers in this case refer to the learners whose results cause a disruption in the pattern of the data such as learners who did not conform in terms of significant variation pertaining to the number of registrations of the average group, the learners that did not attempt to complete any assessments despite their registrations and lastly learners who fail to achieve competency at all pertaining to their registered unit standards.

6.5.1 Attainment of competency amongst entire group of Drakenstein learners: Including and excluding outliers

According to statistics alluding to annexure seven as well as table 6.67 below, the Drakenstein conventional training shows a high average pass rate in terms of the entire group of learners both including and excluding the outliers. In comparison to the sample population the entire group shows an average competency attainment of 91.5% including outliers based on subsection 6.4.1.2 whereas the sample population shows a 93% pass rate showing a variance of 1.5% in favour of the sample population. While, the pass rate excluding the outliers results (subsection 6.4.1.1) in an 86.3% in terms of the sample population however, the entire population achieved a 95% average pass rate and therefore has a variance of 8.7% being quite significant.

Table 6.67 Competency of entire group Drakenstein learners

DRAKENSTEIN	
Including outliers	
Learners	62
Registrations	656
Fails	56
Pass Rate	91.5%
Excluding Outliers	
Learners	43
Registrations	589
Fails	24
Pass Rate	95%

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6.5.2 Attainment of competency amongst entire group of Mossel Bay learners: including and excluding outliers

According to annexure 8 as well as table 6.68 below a slight variation of 1.7% between the inclusion (91.3%) and the exclusion (93%) of outliers exists. While in comparison to the sample population with reference to sections 6.4.2.1 and 6.4.2.2 based on the inclusion of outliers a variation of 10% occurs in favour of the entire group while the exclusion of outliers shows a very slight variance of 1.4% in favour of the sample population.

Table 6.68 Competency of entire group Mossel Bay learners

MOSSEL BAY	
Including outliers	
Learners	30
Registrations	276
Fails	24
Pass Rate	91.3%
Excluding Outliers	
Learners	14
Registrations	189
Fails	13
Pass Rate	93.0%

In conclusion to the comparison study of actual results based on the evidence of statistical analysis the Mossel Bay representation of results shows very little variance and therefore the sample population gives a generalised results however, the Drakenstein representation shows a significant variation with the exclusion of outliers and given the percentage of the entire group being much smaller than that of the sample population the variation was inevitable.

6.6 CONCLUSION

Chapter six depicted the results obtained from both Drakenstein conventional training participants and Mossel Bay blended training participants in which section 6.2 illustrated the pre-course feedback in terms of the reaction to the training prior to the course as well as the perception of competency and knowledge in each case. Thereafter, section 6.3 the post course

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feedback of the training from Drakenstein and Mossel Bay participants in terms of the reaction to the training and the perceived competency and knowledgeability after the course took place. Lastly, section 6.4 shows achievement of the actual results obtained after completion of both the written test and assignments submitted in both cases.

Level One “reaction” and Level Two “learning”, of Kirkpatrick’s model will be investigated in Chapter Seven through utilising results depicted in section 6.2, 6.3, and 6.4.

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CHAPTER SEVEN: FINDINGS

7.1 INTRODUCTION

Chapter Seven analyses or interprets the results reflected in Chapter Six. These results are based on the pre-course, the post-course evaluations and actual results which allow for a comparison of the performance of both the Drakenstein conventional and Mossel Bay blended training modes in terms of the first two levels of Kirkpatrick's model, namely reaction and learning as referred to in sub-section 6.1.

The comparative study between the case of Drakenstein and Mossel Bay serves as a means of identifying which of the training modes (conventional or blended) is more effective and has a better level of learning performance. The abovementioned aims will be determined through analysing data collected in terms of reaction and learning. These two levels will determine the reaction towards the training, which could influence the performance of learners, and the learning that took place to attain competency along with the perceived ability of learners to apply the skills learnt from the MMC training to their work environment. The end result of the analysis will enable a conclusion to be drawn.

7.2 RESULTS ANALYSIS OF REACTION

A reaction analysis, Level One of Kirkpatrick's model will be conducted through a comparative evaluation of Drakenstein conventional and Mossel Bay blended pedagogies. This will be based on section one of both the pre- and post-course evaluations, as well as on the open-ended questions in annexures three and four.

The pre-course evaluation indicated the general reactions of participants with regards to the MMC training in the case of both Drakenstein and Mossel Bay, particularly in questions four to seven of the pre-course questionnaires in annexures one and two. Furthermore, post-course reactions to the program will also be assessed in conjunction with pre-course reactions in both cases. Post-course reactions will be investigated with reference to questions four to six in annexures three and four, as well as questions 35 to 37. Factors that would have had an impact on participants' performance during the course are conveyed through the general reactions in the pre-course evaluations, post-course evaluations and open-ended strengths and weaknesses of the course, with reference to annexures three and four. Another impacting factor to be

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considered is the legal requirements, according to the municipal regulations on minimum competency levels referred to in sub-section 3.6 of Chapter Three.

Level One: Reaction to the Training Event

Level one interprets the reaction of both Drakenstein conventional and Mossel Bay blended training modes before and after the training event. This establishes factors that could affect performance in terms of learning at level two of Kirkpatrick's model as discussed in section 2.4.2.1.

Pre-Course Reaction

Level one of Kirkpatrick's model revealed the general reaction of participants in the case of both Drakenstein and Mossel Bay prior to the training event. This was done through analyses of questions four to seven in the pre-course evaluations. The four questions evaluate ratings of willingness to attend the training, the relevance of the training to career development, the necessity of the training, and the sufficiency of the timeframe provided to complete the training. Willingness to participate in the MMC program received a positive response from both Drakenstein and Mossel Bay participants prior to the learning event (see sub-section 6.2.1.1 question 4). However, Mossel Bay participants responded with 100% willingness, while Drakenstein responded with 63.6% willingness.

Willingness to attend the training may also be due to the potential for career development opportunities, relating to the results in sub-section 6.2.1.2, question 5, which also received a majority of positive response ratings in both cases, including 90.9% from Drakenstein and 90% from Mossel Bay participants. The necessity of the training, according to sub-section 6.2.1.3, was granted mainly positive ratings, with 81.8% from Drakenstein and a 90% from Mossel Bay participants. This positive response indicates that participants in both cases are aware of the challenges faced at municipal level (see sub-section 1.2 in Chapter One).

Question 7 in annexures 1 and 2 refers to the timeframe in which to complete the course. This received positive ratings of 45.5% (5/11), negative ratings of 36.4% (4/11) and 27.3% (3/11) inconclusive ratings by Drakenstein, whereas Mossel Bay participants rated 40% (4/10) positive ratings, 40% (4/10) inconclusive and 20% (2/10) negative ratings (see results in sub-section 6.2.1.4, question 7). The timeframe indicates the perceived ability of participants to learn at an accelerated pace, which shows that both training schedules were perceived as a

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challenge by some participants in each case; however, this was more so with regards to Mossel Bay participants. The result of the above-mentioned difference regarding negative response rating 36.4% (4/11) from Drakenstein and 20% (2/10) from Mossel Bay indicates that learners perceive themselves as more responsive to the pace of learning applied to the blended pedagogy (see Annexure 6, question 36).

Overall, initial general reactions to the MMC course were positive in both cases, showing no significant differences between the two different training methods.

Post-Course Reaction

The post-course reaction in both cases is analysed by the use of questions four to six, which alludes to annexures three and four. This section examines the enjoyment of attending the training and whether the training improved participants' understanding of the MFMA, as well as whether course objectives were met. Section one of annexures three and four reveal the reaction towards the MMC program after the completion of the course.

In terms of the enjoyment of attending the training, post-course reactions of Drakenstein participants were an 81.8% majority of positive responses, while Mossel Bay participants indicated a 70% agreement (see sub-section 6.3.1.1, question 4). This proves that overall the two different methods of training shows the enjoyment of the course was affected through the application of the blended pedagogy differing 11.8%. The difference may suggest that participants prefer a more conventional method of training with which they are more familiar and where they are able to interact with other learners (see sub-section 5.5.1 in Chapter Five, as well as annexure six question 36).

The second question in section one of the questionnaire, annexures three and four, relates to the improved level of understanding of municipal finance management (see sub-section 6.3.1.2, question 5). Drakenstein participants responded with a majority of 72.7% in agreement that their level of understanding had improved, with 27.3% inconclusive. Mossel Bay participants responded with 90% in agreement and 10% inconclusive. Therefore, a majority of the participants in each case indicated that the MMC training improved their understanding of finance management at municipal level, with a difference of 17.3% illustrating that Mossel Bay participants felt the blended method of training facilitated a better understanding of the course content. This better response in terms of understanding the course content may be due to participants being able to determine their own pace of study, with reference to sub-section 5.6.1 in Chapter Five.

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Lastly, question three depicted in section one of annexures three and four relating to whether the learning objectives of the course were met resulted in 72.7% positive responses from Drakenstein participants, with 27.3 inconclusive. Mossel Bay participants show 80% positive responses (see sub-section 6.3.1.3, question 6). According to the results, the majority of participants in both cases of the conventional and blended modes agree that the objectives of the course were met, despite the 7.3% difference in favour of the blended training mode.

Strengths and Weaknesses of the Conventional and Blended Training

The strengths of the training in each case is illustrated in Annexure 6 question 35 and indicates that participants from both the Drakenstein conventional training and the Mossel Bay blended training show a high regard for the facilitation of the training in terms of the quality and expertise with which the training was conducted. Appreciation was shown for the content in terms of improved understanding of the municipal finance management system and the shorter timeframe in which Mossel Bay blended training took place, as well as the videos that were distributed.

Weaknesses of the training mentioned by Drakenstein participants show concern regarding the course material being out of date, insufficient, and containing poor information. Mossel Bay participants expressed concern with regards to the timeframe being too short.

Therefore, to conclude section one of the questionnaires illustrated in annexures one through to four and open-ended questions in annexure six, it can be determined that no significant differences exist despite possible preferences between the training methods that can be deduced from the minor variances in results.

7.3 RESULTS ANALYSIS OF LEARNING

This section contains a comparative evaluation of Drakenstein conventional and Mossel Bay blended training modes pertaining to section two and three of the pre-course evaluation and actual learning results. This will be investigated in order to determine whether the pre- and post-course perceived competence and knowledge of the course shows an improvement through a comparative study. The results of the comparative study will reveal whether there were any significant learning variances between the Drakenstein conventional training and the Mossel Bay blended training.

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The results of the comparative study between the two methods of training will further be analysed in conjunction with the actual results attained, which will serve to substantiate any conclusions. The analysis will therefore shape an idea as to which training mode facilitated a better performance towards the attainment of competency of the respective participants and thus achieved greater success levels in learning.

Level Two: Learning

Level Two learning will be analysed in terms of two triangulations of results, firstly that of perceived competency and knowledgeability and secondly the actual competency attainment of the sample population in comparison to that of the entire group of learners in each case.

Pre-Course and Post-Course Perceptions on Competency

The responses based on perceived competency and knowledge amongst Drakenstein and Mossel Bay participants with reference to pre-course responses (see sub-section 6.2) can be compared in order to determine the perceived competency and knowledge of each case's course content. This information can in turn be triangulated with the actual results attained with reference to sub-section 6.4.

Perceived pre-course and post-course competency will be determined through an analysis of responses to section 2 in annexures one and two, questions eight to twelve. The responses to this section will be discussed in a tabular format and will further be analysed in terms of the average rating on a range of not competent to highly competent in the case of both pre- and post-course evaluations of each case. Competency refers to "the ability to do something successfully or efficiently". The following questions will therefore assess the perceived levels of success or efficiency in the following categories:

- Strategic management, budgeting and implementation, and performance management (Question 8);
- Municipal accounting and risk management (Question 9);
- Governance legislation (Question 10);
- Costing and capital planning, municipal IT support and project management (Question 11); and
- Supply chain management (Question 12).

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Perceived competency ratings of pre- and post-course evaluations of both the Drakenstein conventional and Mossel Bay blended training modes are illustrated in tables 7.3 and 7.4 below, with reference to sub-sections 6.2.1.5 to 6.2.1.9 and sub sub-sections 6.3.1.4 to 6.3.1.8 in Chapter Six. Referring to feedback depicted in Table 7.3 below, Drakenstein participants indicate ratings that generally improve or stay the same from pre- to post-course perception. Mossel Bay participants also resulted in ratings that generally improve from a range of slightly to highly competent pre-course, towards a post-course perception where the majority of competency ratings range from moderately to highly competent with reference to Table 7.2 below. Therefore, both training methods generally improved in terms of competence with regards to questions eight to twelve in the abovementioned categories.

Question 8, portrayed in Table 7.3, illustrates Drakenstein perceptions on competency in terms of competence levels in strategic management, budgeting and implementation, and performance management. This shows a significant decrease in the moderate competence rating and a substantial movement toward sufficient competence between pre- and post-course evaluations. Questions nine to twelve show a general improvement in competency ratings, moving away from slightly and moderately competent and accumulating under sufficiently and highly competent.

Mossel Bay competence ratings (questions eight to twelve, demonstrated in Table 7.4) show a significant movement away from slightly competent towards more moderate and sufficiently competent ratings, while highly competent ratings increased by 10% and the majority remained balanced between pre- and post-course evaluations.

The variances in pre- and post-course perceptions of competency between the Drakenstein conventional and Mossel Bay blended training modes indicate that Drakenstein participants' perceptions of competence improved, with a majority moving towards a sufficiently and highly competent rating. Mossel Bay participants' perceptions of competency improved more towards moderately and sufficiently competent ratings. Therefore, the Drakenstein conventional mode shows a more successful result towards perceived competency among its participants.

This conclusion can also be substantiated by the change in average competency ratings in pre- and post-course feedback as depicted in Table 7.1 below. In the table, competency ratings result in high variances between two sets of pre- and post-course feedback, suggesting a higher rate of improvement. Drakenstein shows consistent improvement with both slight competence and moderate competence decreasing and accumulating at sufficient competence that increased by 14.6% to 45.5%, and high competence that increased 9.1% to 21.8%. Mossel Bay, on the other hand, decreased their perceived competence of slight competence significantly; however, moderate competence remained somewhat the same, increasing by 2% to a total of 34% (see

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Table 7.2). Furthermore, sufficient competency also increased significantly by 28% to a total of 54%; however, high competence ratings remain somewhat the same improving by 4% with a total of 14%.

Table 7.1: Drakenstein Average Pre- and Post-Course Feedback

KEY:	
NC	NOT COMPETENT
SLC	SLIGHTLY COMPETENT
MC	MODERATELY COMPETENT
SUC	SUFFICIENTLY COMPETENT
HC	HIGHLY COMPETENT

Drakenstein Conventional Training: Average Competence					
	NC	SLC	MC	SUC	HC
Pre-course	0	16.4	40	30.9	12.7
Post course	0	7.3	25.5	45.5	21.8
Variance	0	9.1	14.5	45.5	21.8

Table 7.2: Mossel Bay Average Pre- and Post-Course Feedback

Mossel Bay Blended Training: Average Competence					
	NC	SLC	MC	SUC	HC
Pre-course	2	22	36	30	10
Post course	0	0	34	54	12
Variance	2	22	2	24	2

Table 7.3: Drakenstein Conventional Training Mode Competency Feedback: A Comparative Pre- and Post-Course Illustration

Drakenstein										
	Pre Course					Post Course				
Questions	NC	SLC	MC	SUC	HC	NC	SLC	MC	SUC	HC
8	0	18.2	45.5	27.3	9.1	0	9.1	9.1	63.6	18.2
9	0	18.2	18.2	45.5	18.2	0	9.1	27.3	45.5	18.2
10	0	18.2	45.5	27.3	9.1	0	9.1	18.2	45.5	27.3
11	0	18.2	45.5	27.3	9.1	0	0	36.4	45.5	18.2
12	0	9.1	45.5	27.3	18.2	0	9.1	36.4	27.3	27.3

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Table 7.4: Mossel Bay Blended Training Mode Competency Feedback: A Comparative Pre- and Post-Course Illustration

Mossel Bay										
	Pre Course					Post Course				
Questions	NC	SLC	MC	SUC	HC	NC	SLC	MC	SUC	HC
8	0	20	60	10	10	0	0	40	40	20
9	10	30	30	20	10	0	0	40	50	10
10	0	10	30	50	10	0	0	30	60	10
11	0	50	10	30	10	0	0	40	50	10
12	0	0	50	40	10	0	0	20	70	10

Pre-Course and Post-Course Perception on Knowledgeability

Being knowledgeable refers to, "intelligence or being well informed". This section contains a comparative analysis of this feedback collected in terms of perceived knowledgeability in the pre-course evaluation (sub-sections 6.2.1.10 to 6.2.1.32) versus post-course evaluation (sub-sections 6.3.1.9 to 6.3.1.30); and between the Drakenstein conventional and Mossel Bay blended training modes. The results depicted in tables 7.5 and 7.6 illustrate the variances in this pre- and post-course feedback from Drakenstein and Mossel Bay participants.

Drakenstein Conventional Training Mode Knowledgeability

Drakenstein participants' overall perception of their knowledgeability ratings has increased towards a majority of sufficient and high knowledgeability with reference to Table 7.5 below. This therefore shows a significant movement from not knowledgeable, slightly knowledgeable, and moderately knowledgeable in pre-course feedback to an accumulation in sufficient and high knowledgeability in the post-course feedback. Missing data depicted in Table 7.5 can be assumed as due to participants being uncertain as to what the question referred to before the course, as the post-course feedback shows no missing feedback and thus clarity was reached in terms of the question. Therefore, is can be determined that the perceived knowledgeability of Drakenstein conventional training participants has increased in terms of questions 13 to 35 in annexures one to four.

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Table 7.5: Drakenstein Conventional Training Mode Knowledgeability Feedback: A Comparative Pre- and Post-Course Illustration

KEY:	
NK	NOT KNOWLEDGEABLE
SLK	SLIGHTLY KNOWLEDGEABLE
MK	MODERATELY KNOWLEDGEABLE
SUK	SUFFICIENTLY KNOWLEDGEABLE
HK	HIGHLY KNOWLEDGEABLE

DRAKENSTEIN CONVENTIONAL TRAINING MODE												
	SECTION 3: PRE-COURSE						SECTION 3: POST COURSE					
QUESTIONS	NK	SLK	MK	SUK	HK	MISSING	NK	SLK	MK	SUK	HK	MISSING
13			45.5	54.5				9.1	27.3	54.5	9.1	
14		9.1	45.5	36.4	9.1			9.1	27.3	45.5	18.2	
15	9.1	45.5	27.3	18.2				36.4	36.4	18.2		
16		9.1	18.2	54.5	18.2			9.1	18.2	36.4	36.4	
17		9.1	27.3	54.5	9.1			9.1	18.2	54.5	18.2	
18	9.1	36.4	36.4	18.2				9.1	36.4	45.5	9.1	
19		18.2	27.3	27.3	18.2	9.1		9.1	27.3	36.4	27.3	
20		18.2	54.5	9.1	9.1	9.1		9.1	36.4	36.4	18.2	
21		18.2	18.2	27.3	9.1	9.1		9.1	18.2	63.6	9.1	
22		9.1	72.7	9.1		9.1		9.1	27.3	27.3	36.4	
23		18.2	27.3	36.4	9.1	9.1		9.1	27.3	54.5	9.1	
24	9.1	27.3	18.2	27.3	9.1	9.1		9.1	36.4	36.4	18.2	
25	9.1	18.2	27.3	36.4		9.1		9.1	27.3	54.5	9.1	
26		45.5	18.2	18.2	9.1	9.1		9.1	27.3	54.5	9.1	
27		18.2	36.4	27.3	9.1	9.1		9.1	27.3	45.5	18.2	
28	9.1	27.3	27.3	27.3		9.1		9.1	9.1	72.7	9.1	
29		36.4	27.3	27.3		9.1		9.1	18.2	54.5	18.2	
30	18.2	27.3	27.3		18.2			9.1	27.3	45.5	18.2	
31	18.2	18.2	18.2	18.2	18.2	9.1		9.1	18.2	54.5	18.2	
32	9.1		45.5	36.4		9.1		9.1	18.2	54.5	18.2	
33	9.1		45.5	36.4		9.1		9.1	27.3	45.5	18.2	
34	9.1	27.3	27.3	27.3		9.1		9.1	27.3	45.5	18.2	
35		18.2	36.4	36.4		9.1		9.1	27.3	54.5	18.2	

Mossel Bay Blended Training Mode Knowledgeability

According to table 7.6 below, which depicts a variance between pre- and post-course ratings in Mossel Bay, shows decreased levels of no knowledgeability and slight knowledgeability towards an increase of moderate and sufficient knowledge levels. Therefore, general knowledgeability has increased. However, participants seem to have been overly confident in rating their knowledge of the content as highly knowledgeable in questions 13 to 35 with reference to annexures one and two, due to a decrease in highly knowledgeable ratings in the post-course feedback.

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Table 7.6: Mossel Bay Blended Training Mode Knowledgeability Feedback: A Comparative Pre- and Post-Course Illustration

MOSSEL BAY BLENDED TRAINING MODE												
	SECTION 3: PRE-COURSE						SECTION 3: POST COURSE					
QUESTIONS	NK	SLK	MK	SUK	HK	MISSING	NK	SLK	MK	SUK	HK	MISSING
13		20	40	40					40	50	10	
14		10	50	40					30	70		
15		40	30	20	10			10	20	50	20	
16			30	70					30	70		
17		10	60	20	10				30	70		
18		50	30	10	10				40	60		
19		40	30	20	10				40	50	10	
20		10	50	40					30	70		
21		30	30	40					30	70		
22		30	30	30	10				40	30	30	
23			50	40	10				40	60		
24		70	10	10	10				20	80		
25		60	20	10	10				20	80		
26	10	40	20	20	10				40	60		
27		10	30	60					40	60		
28		60	20	10	10				40	50	10	
29	10	40	30	20					40	50	10	
30	10	50	10	30					30	70		
31	10	30	20	30	10				30	70		
32	10	20	40	20	10				30	70		
33		50	10	30	10				30	60	10	
34	20	40	20	10	10				30	70		
35		40	30	20	10				30	70		

In conclusion, the pre- and post-course perception of knowledge in both Drakenstein conventional and Mossel Bay blended training modes (according to the feedback in tables 7.5 and 7.6) shows that Drakenstein conventional training participants perceived a better level of knowledgeability. The abovementioned deduction was determined due to a greater movement of perceptions towards sufficient and high knowledgeability in comparison to the Mossel Bay blended training mode participants, who show a greater movement towards moderate and sufficient knowledgeability. Drakenstein participants indicate a more prominent movement away from not knowledgeable, slightly knowledgeable and moderately knowledgeable towards a cluster of more sufficiently knowledgeable and, although slightly less, highly knowledgeable, ratings. While Mossel Bay shows a definite decreased in not knowledgeable and slightly knowledgeable ratings, there is a prominent movement towards more moderate and sufficient ratings whereas highly knowledgeable ratings decrease.

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Learning Based on Actual Results of the sample population and the entire group of learners in each case

Actual results are indicated in sections 6.4 and 6.5 with reference to tables 6.65, 6.66, 6.67 and 6.68, and determined through attainment of at least 50% for each of the two assessments required for minimum competency in each unit standard required by each specified finance and supply chain management official as per municipal regulations on minimum competency in section 3.6 in Chapter 3.

According to table 6.34, providing for the outliers, Drakenstein participants each registered an average of 15 unit standards and achieved a pass rate of 86.3%, while only making use of five concession opportunities for which either tests or assignments were failed or missed. Mossel Bay participants registered for 14 unit standards on average per person (see table 6.66), and achieved a 92.7% pass rate, making use of 3 concessions. Therefore, Mossel Bay blended training participants achieved a higher pass rate of 9.7% compared to the Drakenstein conventional training participants based on the initial opportunities of the respective trainings.

According to statistics alluding to annexure seven as well as table 6.67 and 6.68 in subsections 6.5.1 and 6.5.2, the Drakenstein conventional training and the Mossel Bay blended training shows a high average pass rate in terms of the entire group of learners both including and excluding the outliers. The group of Drakenstein conventional learners show an average competency attainment or pass rate of 86.3% and 95% excluding the outliers in terms of the sample and entire group representation respectively. Therefore, given a significant variance of 8.7% the sample population result is not a valid representation of the Drakenstein conventional training. However, in comparison the Mossel Bay blended mode according to annexure 8 as well as table 6.68 only a slight variance of 1.4% in favour of the sample population thereby proving that the sample population is an adequate representation of results on behalf of the entire group.

On conclusion of level two pertaining to learning of Kirkpatrick's model, taking into account the results in terms of perceived competence, perceived knowledge and actual results achieved by both the sample and entire group of learners in each case, it can be deduced that the learning results of both training methods were satisfactory. Although no significant variances resulted between the Drakenstein conventional and Mossel Bay blended mode there was a better overall performance by the Drakenstein conventional mode with regards to competency, knowledgeability and actual results.

However, given that the learner number 14 based on annexure eight shows nine failures compared to the otherwise very uniform pattern pertaining to the Mossel Bay blended pedagogy

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excluding outliers the average pass rate or competency attainment would have resulted in 98%. A variance of 6.7% results while a 3 % higher attainment compared to that of the Drakenstein group which would have been achieved proving the hypothesis that the blended mode however slightly, is in fact the better mode to apply to learning today.

7.4 CONCLUSION

The analysis of results collected towards the aim of determining the learning results of each of the Drakenstein conventional and Mossel Bay blended training modes shows no conclusive results due to the absence of any significant variances. However, while working towards determining the learning results pertaining to the training evaluation of the Drakenstein conventional and Mossel Bay blended mode there seems to be a positive feedback in terms of both reactions and learning levels pertaining to both training methods.

The analysis and interpretation of the results reflected in chapter six, including the pre-course, actual results, and post-course evaluations formulated into “reaction”, Level One and “learning” Level Two results, determined that the slight differences that were presented by the results shows the Drakenstein conventional training mode performed slightly better. The conclusion was drawn despite the initial reactions regarding the willingness to attend, improvement of understanding of municipal finance management, and despite the agreement that objectives met were more positively received by Mossel Bay participants. However, the enjoyment of the course received a more positive rating by Drakenstein participants, which may have resulted in a more positive performance level for the conventional training method. Relevance to career development and necessity of the course received equally positive ratings from both training methods. Both groups mostly negatively received the timeframe, and more so by Mossel Bay participants therefore addressing this response with adjusting the timeframe could result in a better performance in future.

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CHAPTER EIGHT: RECOMMENDATIONS AND CONCLUSIONS

8.1 INTRODUCTION

Chapter Eight will offer recommendations on means to improve the study and fine tune the training methods aimed at improving participants' performances based on chapters six and seven. These recommendations will take into consideration the strengths and weaknesses (depicted in Annexure 6) of each training, according to Drakenstein and Mossel Bay training participants. In addition, recommendations according to both groups of learners will also be referred to, as depicted in Annexure 6. In conclusion of the study, a brief overview of the objectives achieved in each of the preceding chapters will be given, which will essentially provide an answer to the research problem of the study.

8.2 RECOMMENDATIONS FOR FUTURE STUDIES

Recommendations towards improving the outcomes of the study will be provided in order to achieve a more conclusive outcome in terms of the learning results of the training evaluation study. Furthermore, recommendations, including the fine tuning of the conventional and blended mode MMC training methods, will be provided in order to improve performance in the attainment of higher levels of competency and therefore improve the learning results in both cases.

8.2.1 Recommendations to Improve the Learning Results Pertaining to the Training Evaluation Study

The study could be improved through use of a larger sample size of the population under study of which can be acquired by more than one project per training method. This would result in a more definitive outcome with regards to determining the learning results of each training method utilised. The best means of acquiring post-course feedback would be to physically hand out the post-course evaluation, such as that which appears in annexures three and four.

Furthermore, in order to progress past level two of Kirkpatrick's model of evaluation, further study is required. This could be achieved through the issuing of follow-up questionnaires and

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interviews with participants and respective supervisors a few months after the training has been completed. This would allow level three behaviour to be investigated in order to assess whether the skills learnt as a result of the MMC training could be applied in the work environments of participants in each case, as well as the challenges participants face when doing so. Level four would be assessed a few years later through analysing audit reports to determine whether the reform on municipal finance management has improved towards a more sustainable sound financial management system.

8.2.2 Recommendations in Response to Training Method Constraints

The following recommendations include that which could address the constraints according to the results reflected in chapter six and the interpretation of the result in chapter seven.

Learners may attain competence more easily by being able to select which method of training they prefer, as learning styles and abilities differ from person to person, thus allowing them to gain a better understanding of the course content. Course content may need to be reviewed according to concerns of out-dated material, as stated by Drakenstein participants with reference to Annexure 6, which would in turn allow for better application of material to the work environment.

Since the blended training mode in the case of Mossel Bay is the first newly structured training method utilised for the facilitation of the MMC program, it still requires some fine-tuning. The blended training mode seems to be a more responsive training method due to increasing use of technology and dynamism of today's era allowing for increased flexibility and accessibility and the requirement of officials to learn new skills on their own time. Therefore, it is essential to fine-tune the structure of the blended training mode to be more responsive to the needs of the learners. A suggestion to the concerns mentioned by Mossel Bay participants with regards to the contact sessions' timeframe being too short includes a restructuring of the training schedule, which will allow for more face time with facilitators.

8.3 CONCLUSION OF THE STUDY

In addition to the increasing and ever-changing needs of society, South African municipalities face a number of challenges, including scarcity in terms of resources and post-apartheid discrepancies. Therefore, it is essential for finance and supply chain management officials to be highly competent with regards to application of technical skills and the theoretical

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functioning of local government at municipal financial level through financial literacy and numeracy competence. Competency in the mentioned fields is required as said officials are increasingly challenged with establishing a means by which to make financial resources available through high performance organisational principles as well as the strategic allocation of financial resources through cost accounting and management, policies and accountability practices towards the aim of improved service delivery within the legislative limitations and to do so while applying innovative and strategic thinking. Taking into account the requirements of competency of finance and supply chain management officials, as mentioned above, the study aimed to determine the training performance applied to the Drakenstein conventional and Mossel Bay blended training methods used to conduct skills development in municipal minimum competence training.

Kirkpatrick's model of evaluation was utilised in order to establish which training method had a greater result towards the attainment of competency through the MMC program and subsequently the impact on improving sound and sustainable financial management at local government level. Although slight, it was determined that the Drakenstein conventional mode was better received and therefore resulted in a better learning experience by participants in terms of the evidence reflected through the analysis of results, as well as the interpretation of the reaction substantiating the conclusive findings.

The Mossel Bay blended mode is, however, a preferred method of training as it is flexible and mobile which allow learn-and-earn students access to this anytime and anywhere, and is therefore more conducive to learning and responsive to a technologically-based era. Although the blended mode did not perform as well as the conventional mode, fine-tuning will achieve a better performance through restructuring the training in terms of allowing for more face time and interaction via media resources.

Therefore in conclusion to the research question, according to the results obtained regarding Level One and Two of Kirkpatrick's model it can be deduced that the Drakenstein conventional mode has a greater learning result in comparison with the Mossel Bay blended mode of training and therefore results in a higher influence on realising the MFMA objectives.

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ANNEXURES

ANNEXURE ONE: DRAKENSTEIN MUNICIPALITY PRE-COURSE EVALUATION (CONVENTIONAL TRAINING MODE)

Conventional Mode Municipal Minimum Competence

Pre-Course Evaluation

Q1. Name and Surname	
Q2. Name of Municipality you are employed at	
Q3. Position within Municipality	

Score on a scale of 1 to 5, please indicate if you Strongly Disagree, Disagree, are neutral, Agree or Strongly Agree with the following statements:					
Indicate with an X	**1**	**2**	**3**	**4**	**5**
Q4. I am willing to participate in this program					
Q5. The course is relevant to my career development					
Q6. The training is necessary					
Q7. The timeframe provided to complete the course is realistic					
On a sale of 1 to 5, please **rate your level of competence** in the following areas, 1 being not competent at all and 5 being highly competent.					
Q8. Strategic Management, Budgeting Implementation and Performance Management?					
Q9. Municipal Accounting and Risk Management?					
Q10. Governance and Legislation?					

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Q11. Costing and Capital Planning, Municipal IT Support and Project Management?					
Q12. Supply Chain Management?					
On a scale of 1 to 5, please **rate your level of knowledge** on the following areas. 1 being not knowledgeable and 5 being highly knowledgeable.					
Q13. Applying risk management in your municipality?					
Q14. Conducting performance management to your municipal environment?					
Q15. Applying approaches to managing municipal income and expenditure within a multi-year framework?					
Q16. Applying the principles of ethics in your municipal environment?					
Q17. Applying the principles for budgeting within your municipality?					
Q18. Conducting stakeholder consultation around municipal finance programs?					
Q19. Conducting auditing, planning and implementation in your municipality?					
Q20. Participating in the design and implementation of municipal supply chain management?					
Q21. Contributing to the strategic planning process in your municipality?					
Q22. Interpreting South African legislation and policy affecting municipal finance management?					
Q23. Managing your municipality's assets and liabilities?					
Q24. Preparing and analysing municipal financial reports?					
Q25. Planning a municipal budgeting and reporting cycle?					
Q26. Conducting working capital management activities in accordance with sound financial management policy?					

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Q27. Adhering to the selected legislative regulatory framework governing the public sector management and administration environment?					
Q28. Applying cost management information systems in the preparation of management reports?					
Q29. Applying operations research principles and tools in the management of project activities and resources?					
Q30. Applying selected GRAP (Generally Recognised Accounting Practices) to the periodic accounting reporting process?					
Q31. Applying accounting principles and procedures in the preparation of reports and decision making?					
Q32. Applying principles of information systems to public finance and administration?					
Q33. Applying costing principles to municipal operational and service-based costing?					
Q34. Applying the inter-governmental Fiscal Relations Act to municipal finance management?					
Q35. Contributing to capital planning and financing?					
Q36. How would you define Public Value?					
Q37. Do you believe that this program will add Public Value? **(Please tick one option)**		**YES**		**NO**	

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ANNEXURE TWO: MOSSEL BAY MUNICIPALITY PRE-COURSE EVALUATION (BLENDED TRAINING MODE)

Blended Mode Municipal Minimum Competence

Pre-Course Evaluation

Q1. Name and Surname	
Q2. Name of Municipality you are employed at	
Q3. Position within Municipality	

Score on a scale of 1 to 5, please indicate if you Strongly Disagree, Disagree, are neutral, Agree or Strongly Agree with the following statements:					
Indicate with an X	**1**	**2**	**3**	**4**	**5**
Q4. I am willing to participate in this program					
Q5. The course is relevant to my career development					
Q6. The training is necessary					
Q7. The timeframe provided to complete the course is realistic					
On a sale of 1 to 5, please **rate your level of competence** in the following areas, 1 being not competent at all and 5 being highly competent.					
Q8. Strategic Management, Budgeting Implementation and Performance Management?					
Q9. Municipal Accounting and Risk Management?					
Q10. Governance and Legislation?					
Q11. Costing and Capital Planning, Municipal IT Support and Project Management?					
Q12. Supply Chain Management?					

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On a scale of 1 to 5, please **rate your level of knowledge** on the following areas. 1 being not knowledgeable and 5 being highly knowledgeable.					
Q13. Applying risk management in your municipality?					
Q14. Conducting performance management to your municipal environment?					
Q15. Applying approaches to managing municipal income and expenditure within a multi-year framework?					
Q16. Applying the principles of ethics in your municipal environment?					
Q17. Applying the principles for budgeting within your municipality?					
Q18. Conducting stakeholder consultation around municipal finance programs?					
Q19. Conducting auditing, planning and implementation in your municipality?					
Q20. Participating in the design and implementation of municipal supply chain management?					
Q21. Contributing to the strategic planning process in your municipality?					
Q22. Interpreting South African legislation and policy affecting municipal finance management?					
Q23. Managing your municipality's assets and liabilities?					
Q24. Preparing and analysing municipal financial reports?					
Q25. Planning a municipal budgeting and reporting cycle?					
Q26. Conducting working capital management activities in accordance with sound financial management policy?					
Q27. Adhering to the selected legislative regulatory framework governing the public sector management and administration environment?					

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Q28. Applying cost management information systems in the preparation of management reports?					
Q29. Applying operations research principles and tools in the management of project activities and resources?					
Q30. Applying selected GRAP (Generally Recognised Accounting Practices) to the periodic accounting reporting process?					
Q31. Applying accounting principles and procedures in the preparation of reports and decision making?					
Q32. Applying principles of information systems to public finance and administration?					
Q33. Applying costing principles to municipal operational and service-based costing?					
Q34. Applying the inter-governmental Fiscal Relations Act to municipal finance management?					
Q35. Contributing to capital planning and financing?					
Q36. How would you define Public Value?					
Q37. Do you believe that this program will add Public Value? **(Please tick one option)**			**YES**	**NO**	

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ANNEXURE THREE: DRAKENSTEIN MUNICIPALITY POST-COURSE EVALUATION (CONVENTIONAL TRAINING MODE)

Conventional Mode Municipal Minimum Competence

Post - Course Evaluation

Q1. Name and Surname	
Q2 Municipality	
Q3. Position within Municipality	

Score on a scale of 1 to 5, please indicate if you Strongly Disagree, Disagree, are neutral, Agree or Strongly Agree with the following statements:					
Indicate with an X	**1**	**2**	**3**	**4**	**5**
Q4. I enjoyed the training					
Q5. The course has improved my understanding of Municipal Finance Management					
Q6. The learning objectives of the course were sufficiently met					
On a scale of 1 to 5, please rate your perceived level of competence after the training in the following areas, 1 worse than before the course, 2 below the required level, 3 the same as before the course / required level, 4 better than before the training, & 5 much better than before the course :					
Q7. Strategic Management, Budgeting Implementation and Performance Management?					
Q8. Municipal Accounting and Risk Management?					
Q9. Governance and Legislation?					
Q10. Costing and Capital Planning, Municipal IT Support and Project Management?					

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Q11. Supply Chain Management?					
On a scale of 1 to 5, please rate your perceived level of knowledge after the training in the following areas, 1 worse than before the course, 2 below the required level, 3 the same as before the course / required level, 4 better than before the training, & 5 much better than before the course :					
Q12. Applying risk management in your municipality?					
Q13. Conducting performance management to your municipal environment?					
Q14. Applying approaches to managing municipal income and expenditure within a multi-year framework?					
Q15. Applying the principles of ethics in your municipal environment?					
Q16. Applying the principles for budgeting within your municipality?					
Q17. Conducting stakeholder consultation around municipal finance programs?					
Q18. Conducting auditing, planning and implementation in your municipality?					
Q19. Participating in the design and implementation of municipal supply chain management?					
Q20. Contributing to the strategic planning process in your municipality?					
Q21. Interpreting South African legislation and policy affecting municipal finance management?					
Q22. Managing your municipality's assets and liabilities?					
Q23. Preparing and analysing municipal financial reports?					
Q24. Planning a municipal budgeting and reporting cycle?					
Q25. Conducting working capital management activities in accordance with sound financial management policy?					

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Q26. Adhering to the selected legislative regulatory framework governing the public sector management and administration environment?					
Q27. Applying cost management information systems in the preparation of management reports?					
Q28. Applying operations research principles and tools in the management of project activities and resources?					
Q29. Applying selected GRAP (Generally Recognised Accounting Practices) to the periodic accounting reporting process?					
Q30. Applying accounting principles and procedures in the preparation of reports and decision making?					
Q31. Applying principles of information systems to public finance and administration?					
Q32. Applying costing principles to municipal operational and service-based costing?					
Q33. Applying the inter-governmental Fiscal Relations Act to municipal finance management?					
Q34. Contributing to capital planning and financing?					
Please give your perception of the following:					
Q35. Strengths of the course					
Q36. Weaknesses of the course					
Q37. Recommendations on how to enable enhanced learning					

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ANNEXURE FOUR: MOSSEL BAY MUNICIPALITY POST-COURSE EVALUATION (BLENDED TRAINING MODE)

Blended Mode Municipal Minimum Competence

Post - Course Evaluation

Q1. Name and Surname	
Q2. Municipality	
Q3. Position within Municipality	

Score on a scale of 1 to 5, please indicate if you Strongly Disagree, Disagree, are neutral or Agree or Strongly Agree with the following statements:					
Indicate with an X	**1**	**2**	**3**	**4**	**5**
Q4. I enjoyed the training					
Q5. The course has improved my understanding of Municipal Finance Management					
Q6. The learning objectives of the course were sufficiently met					
On a scale of 1 to 5, please rate your perceived level of competence after the training in the following areas, 1 worse than before the course, 2 below the required level, 3 the same as before the course / required level, 4 better than before the training, & 5 much better than before the course :					
Q7. Strategic Management, Budgeting Implementation and Performance Management?					
Q8. Municipal Accounting and Risk Management?					
Q9. Governance and Legislation?					
Q10. Costing and Capital Planning, Municipal IT Support and Project Management?					

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Q11. Supply Chain Management?					
On a scale of 1 to 5, please rate your perceived level of knowledge after the training in the following areas, 1 worse than before the course, 2 below the required level, 3 the same as before the course / required level, 4 better than before the training, & 5 much better than before the course :					
Q12. Applying risk management in your municipality?					
Q13. Conducting performance management to your municipal environment?					
Q14. Applying approaches to managing municipal income and expenditure within a multi-year framework?					
Q15. Applying the principles of ethics in your municipal environment?					
Q16. Applying the principles for budgeting within your municipality?					
Q17. Conducting stakeholder consultation around municipal finance programs?					
Q18. Conducting auditing, planning and implementation in your municipality?					
Q19. Participating in the design and implementation of municipal supply chain management?					
Q20. Contributing to the strategic planning process in your municipality?					
Q21. Interpreting South African legislation and policy affecting municipal finance management?					
Q22. Managing your municipality's assets and liabilities?					
Q23. Preparing and analysing municipal financial reports?					
Q24. Planning a municipal budgeting and reporting cycle?					
Q25. Conducting working capital management activities in accordance with sound financial management policy?					

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Q26. Adhering to the selected legislative regulatory framework governing the public sector management and administration environment?					
Q27. Applying cost management information systems in the preparation of management reports?					
Q28. Applying operations research principles and tools in the management of project activities and resources?					
Q29. Applying selected GRAP (Generally Recognised Accounting Practices) to the periodic accounting reporting process?					
Q30. Applying accounting principles and procedures in the preparation of reports and decision making?					
Q31. Applying principles of information systems to public finance and administration?					
Q32. Applying costing principles to municipal operational and service-based costing?					
Q33. Applying the inter-governmental Fiscal Relations Act to municipal finance management?					
Q34. Contributing to capital planning and financing?					
Q35. Strengths of the course					
Q36. Weaknesses of the course					
Q37. Recommendations on how to enable enhanced learning					

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ANNEXURE FIVE: PRE-COURSE OPEN ENDED QUESTIONS

Question 36: How would you define Public Value?

Responses to this question are listed as follows:

Drakenstein conventional responses

- Public value would be the additional service level, which you as a public employee can deliver to the community by doing less but giving more.
- What value can the public add to the whole process as referred to in the questionnaire?
- The integrity of municipalities to be accountable for the public funding and disseminate it to improve the livelihood of its citizens and environment.
- Adding value to service delivery.
- Public value derives from the notion that an organization must conduct its business in a manner that will add value to the greater community and applied to municipalities it will be derived of the municipality to conduct it business in a developmental manner so that available resources be directed to enhance service delivery.
- Value for money. Taxpayer's money. Impact on services that matter within governance principles.

Mossel Bay blended mode responses

- ***Excellent service delivery to the public*** at all times and providing information to the public regarding service delivery issues and costs.
- Service delivery to our communities, in a fair manner.
- Synergy effect of various knowledge sources into a better value.
- Providing services to the public at a fair reasonable price at the minimum inconvenience.
- The value that the public in what we do and how we do and what value the public put to services rendered.
- The delivery of cost effective, efficient, value for money services for the public.
- Value that the public derives from services rendered by a competent municipality and competent officials adding value to service delivery to the community.
- The value that the municipality contributes to society. Not only the municipality but other government departments.

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- The value that a municipality supplies to its community, i.e. services etc. Also the assets that the municipality controls in order to provide these services.
- Applying public income cost effectively.

ANNEXURE SIX: POST COURSE OPEN ENDED QUESTIONS

Question 35

The strengths of the course were related as follows:

Drakenstein conventional responses

- ***It helps non-financial officials*** of the municipality understand the detail required in order to compile a set of financial statements.
- The people presenting the course very well-schooled in their fields and presented the materials in a very professional, though very relaxed manner that was easy to absorb and understand.
- Knowledgeable, dedicated facilitators.
- Interactions and work discussions.
- Experience and interaction of lecturers.
- Good insight and information.
- Good facilitation.
- Very knowledgeable and experienced facilitators, they are experts in their disciplines. They are presenting their unit standards in interesting and exciting ways.
- Good knowledge of the lecturers on the various subjects.
- The course is very informative and successful in linking different specialties to form a broad and balanced picture of the requirements of good governance, presented by knowledgeable individuals. My expectations were exceeded.

Mossel Bay blended mode responses

- The course content is valuable. The content was knowledgeable on the subject content and presented fun classes.
- It covers almost everything about the municipalities.

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- Wide range of topics. Person outside finance could also understand the basics. Quality of lecturers very high.
- Good overview of municipal finance management.
- I think it is more effective.
- The course will be a benefit to officials that started their career in local government or do not know the processes within LG. I enjoyed the P55 sessions much more than the normal sessions because of the better time management and targeted approach.
- The course was short not too long. Presenters were knowledgeable and able to explain with examples. It was presented at our municipality – no travelling.
- Informative, helpful.
- Some of the videos were very informative, gave extra information.
- Proficiency of lecturers.

Question 36

The participants listed the weaknesses of the course as follows:

Drakenstein conventional mode responses

- The study guides were not sufficient at times, which can cause confusion regarding a topic.
- Some of the venues and sound systems were not up to date.
- Out-dated course material.
- Poor learner guide information. Have to wait for extended periods on results.
- Takes up too much time with assignments.
- Too hurried in places, facilitators expect all officials to be familiar with the MFMA etc. It was tough at my age of 60.
- Learner guides need to be updated.
- Out-dated course material.
- No real weaknesses from my point of view.

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Mossel Bay blended mode responses

- The course was short, time very limited to really understand all the principles related to the financial management part and budgets specifically if this is not your area of expertise or is not related to current work activities. I think it was not fair to the learners or the presenters to try and do this course in such a short period of time. (Information overload).
- Two days is not enough for one module, we need more time as some of us don't have a financial background.
- Selection of other municipalities to do case studies, Rather than use own and thereby contribute to enhancement of your own municipality. Extremely costly and time consuming to get other municipality information.
- Contact sessions too short
- One of the weaknesses is that emphasis was on compliance and not per se on implementation of the learning or the perceived outcomes.
- Although the course was short – which is good – the content of all 24-unit standards is very large to go through in such a short time to write exams and do assignments. The assignments take a lot of research time. The course has more strengths than weaknesses and I enjoyed the course.
- Too many unit standards for the short period of time.
- Too much in too short a time. No interaction with people from different municipalities in a classroom environment to get wider understanding of the course materials, and also to hear about practical issues in other municipalities.
- The videos should have been distributed before the contact sessions.

Question 37: Recommendations

Participants stated the following recommendations for the course:

Drakenstein conventional mode responses

- Please update the learner guide with more relevant information.
- More case studies, practical examples and exercises during contact sessions.
- Improve learner guide
- More class interaction and less assignment activity.

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- Concentrate only on essentials within the learner guide for specific modules.
- Course needs to be rolled out to all municipal staff down to supervisory level.
- Revisit times and relevance of some of the material.

Mossel Bay blended mode responses

- Longer period with structured classes. Assignments should be related to the content of the learner guide. It is very difficult to do an assignment for an area that is not known and specifically if this is not within your area of expertise. There are many people who specialise in, for example, SCM and procurement and do have very little knowledge in the strategic plan, budget cycle, etc. Such information can be provided as background as it is good and relevant information that provides insight in the bigger picture. However, it should not be compulsory subjects to pass to be compliant in.
- Focus on the challenges we face within the municipalities and how we can improve them.
- Video sessions too long and detailed. With the accelerated approach insufficient time to view videos, prepare for tests and having to do assignments. Please stagger assignment dates more.
- The P55 model is the correct approach for the implementation of these models. I suggest that the examples and assignments must be relevant to the municipality where the participant originates from and no other municipalities.
- More time per unit standards and more interactive sessions.
- The sequence and programming of the course (probably not due to fault of Stellenbosch University) resulted in students arriving at contact sessions unprepared (and perhaps bewildered). I would have preferred if the course was presented as a MOOC (e.g. Coursera.org) where students progressively work through video materials and lectures online, periodically submit milestone Q & A's and assignments online over a say 12 to 16 week period.

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ANNEXURE SEVEN PART A: DRAKENSTEIN'S ENTIRE GROUP RESULTS (INCLUDING OUTLIERS)

DRAKENSTEIN MUNICIPALITY (ALL LEARNER'S RESULTS: INCLUDING OUTLIERS)

	US 116339			US 116351			US 119348			US 119350			US 116341			US 116345			US 116364			US 116363			US 116343			US 119334			US 119331			US 119341			US 119343			US 119352			US 116353		
1	81	86	C	97	90	C				93	79	C	100	86	C	64	90	C	83	86	C	80	81	C	97	85	C				82	90	C	61	90	C	100	##	C	70	75	C	88	90	C
2	62	81	C	97	73	C	82	80	C	93	80	C	100	60	C	84	66	C	88	66	C	96	80	C	85	81	C	94	57	C	90	70	C	80	69	C	75	69	C	64	50	C	82	90	C
3	60	71	C	96	75	C	77	86	C	91	79	C	98	72	C	71	73	C	76	60	C	86	86	C	94	87	C	100	100	C	80	75	C	91	95	C	100	##	C	78	80	C	84	90	C
4	75	79	C	100	81	C	92	80	C	87	82	C	100	90	C	78	80	C	88	74	C	88	92	C	100	100	C	100	100	C	98	68	C	86	78	C	100	85	C	88	80	C	86	90	C
5	55	59	C	69	70	C	87	83	C	75	78	C	100	84	C	65	66	C	71	80	C	78	88	C	64	80	C	92	82	C	50	74	C	63	65	C	92	65	C	50	68	C	90	90	C
6	74	80	C	100	68	C	83	84	C	91	83	C	96	76	C	69	66	C	83	70	C	74	81	C	85	83	C	95	100	C	94	75	C	86	70	C	98	68	C	80	65	C	84	80	C
7	84	82	C	100	62	C				95	83	C				64	70	C	84	74	C	86	82	C	85	100	C	100	100	C	78	65	C	73	40	NYC	94		NYC				86	70	C
8	80	89	C	100	83	C	81	83	C	95	65	C				93	82	C							93	0	NYC	100	72	C							100	69	C				94	90	C
9				98	0	NYC																68	0	NYC										54		NYC				70		NYC			
10	73	68	C	100	80	C	81	81	C	95	65	C	100	84	C	79	82	C	92	80	C	88	78	C	100	74	C	100	78	C	100	90	C	88	80	C	100	76	C	78	80	C	84	90	C
11	79	81	C	91	67	C	82	82	C	82	78	C	100	60	C	67	55	C	78	70	C	80	88	C	77	73	C	95	54	C	72	60	C	63	70	C	98	70	C	60	70	C	88	78	C
12	73	62	C	100	72	C	80	84	C	95	71	C	100	76	C	81	75	C	90	70	C	96	88	C	94	63	C	100	73	C	76	68	C	88	68	C	92	71	C	68	70	C	88	80	C
13																			90	76	C	88	85	C																					
14																			68	50	C	92	84	C				91	65	C	72		NYC	74	45	NYC	64		NYC	50	40	NYC	82	0	NYC
15	65	79	C	55	82	C				93	73	C	100	77	C	82	75	C	85	66	C	86	81	C				95	71	C	80	80	C	76	70	C	96	72	C	60	73	C	92	80	C
16	64	87	C	100	61	C	80	86	C	97	83	C	100	86	C	83	73	C	69	76	C	86	84	C	79	74	C	100	100	C	64	72	C	59		NYC	74		NYC	50	50	C	74	90	C
17																														90		NYC												
18																			89	70	C	80	78	C	100	72	C	94	85	C	84	78	C	86	65	C	92	70	C	70	75	C	90	72	C
19	69	71	C	100	100	C	84	82	C	100	81	C	100	74	C	84	75	C	86	83	C	96	91	C	87	100	C	100	100	C	76	67	C	68	80	C	95	65	C	80	70	C	96	80	C
20	87	77	C	100	100	C	96	80	C	93	77	C	90	84	C	76	71	C	78	70	C	92	81	C	98	81	C	100	90	C	98	70	C	80	70	C	98	75	C	50	85	C	88	90	C
21	89	87	C	100	83	C	86	81	C	87	82	C	100	70	C	74	71	C	82	74	C	84	81	C	100	100	C	100	100	C	88	80	C	91	80	C	92	85	C	70	80	C	86	90	C
22	77	63	C	100	85	C	81	83	C	97	78	C	92	86	C	81	73	C	88	76	C	92	82	C	100	100	C	100	100	C	100	90	C	86	82	C	96	85	C	70	88	C	84	90	C
23	93	84	C	100	90	C	86	87	C	91	65	C	94	57	C	84	70	C	85	76	C	98	88	C	90	100	C	100	90	C	100	70	C	81	70	C	81	85	C	80	70	C	96	80	C
24																			84	0	NYC												44		NYC	60		NYC	82		NYC	78	0	NYC
25	94	52	C	100	74	C	93	81	C	92	87	C	100	62	C	72	70	C	66	66	C	90	80	C	83	56	C	100	85	C	63	63	C	86	65	C	58	65	C	56	80	C	78	90	C
26	79	79	C	95	77	C	81	84	C	86	88	C	96	51	C	60	66	C	75	60	C	70	85	C	85	100	C	75	64	C	86	65	C	67	50	C	86	69	C	60	80	C	78	72	C
27																			69	0	NYC																								
28	77	75	C							85	68	C													100	59	C																			
29	71	78	C	96	72	C	89	88	C	87	71	C	100	70	C	84	66	C	78	76	C	90	84	C	82	77	C	100	87	C	84	75	C	89	70	C	96	72	C	76	75	C	88	80	C
30	81	84	C	100	100	C	84	84	C	98	81	C	100	76	C	86	71	C	93	70	C	100	88	C	94	76	C	100	72	C	96	70	C	100	80	C	100	85	C	80	72	C	90	100	C
31	42	81	NYC	81	90	C	50	76	C	65	78	C	88	70	C	70	55	C	66	74	C	68	84	C	68	71	C	100	53	C	38	68	NYC	58	65	C	55	70	C	54	64	C	70	90	C
32	91	92	C	100	100	C	86	89	C	98	87	C	100	90	C	83	85	C	92	74	C	98	92	C	97	70	C	100	85	C	98	72	C	96	85	C	100	90	C	80	83	C	94	90	C
33	77	62	C	100	53	C	77	79	C	83	80	C	80	80	C	66	52	C	80	66	C	92	82	C	88	83	C	91	60	C	60	75	C	85	65	C	88	72	C	72	68	C	86	80	C
34																			0	70	NYC										50	65	C												
35	80	74	C	86	0	NYC	83	84	C	97	45	NYC	100	75	C	63	0	NYC	0	0	NYC	86	58	C	80	0	NYC	92	64	C	56	60	C	56		NYC				78	72	C	90	73	C
36																														84	70	C	93	72	C				76	80	C	94	64	C
37																			72	74	C	82	51	C																		88	80	C
38	81	62	C	100	75	C	87	85	C	90	79	C	100	60	C	73	70	C	86	74	C	78	77	C	87	59	C	90	75	C	82	65	C	88	62	C	80	77	C	62	70	C	88	80	C
39																			75	80	C																							
40	75	62	C	100	52	C	86	79	C	100	0	NYC	90	0	NYC				86	0	NYC	64	0	NYC	74	80	C	100	56	C	42		NYC				72		NYC						
41	64	91	C	100	57	C	84	86	C	88	78	C	100	60	C	65	60	C	90	60	C	84	78	C	76	72	C	95	65	C	76	70	C	70	70	C	67	72	C	60	65	C	78	90	C
42							81	85	C										77	0	NYC																							
43				100	60	C										55	62	C				80	74	C													16	68	NYC	54	30	NYC			
44	75	85	C	100	74	C							96	75	C																					98	68	C	50	64	C			

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ANNEXURE SEVEN PART A: DRAKENSTEIN'S ENTIRE GROUP RESULTS (INCLUDING OUTLIERS) CONTINUED

DRAKENSTEIN MUNICIPALITY (ALL LEARNER'S RESULTS: INCLUDING OUTLIERS)

	US 116339			US 116351			US 119348			US 119350			US 116341			US 116345			US 116364			US 116363			US 116343			US 119334			US 119331			US 119341			US 119343			US 119352			US 116353		
45																						90	83	C	64	60	C	96	56	C	86	70	C	94	65	C				66	64	C	88	0	NYC
46																			61	0	NYC				76	0	NYC																		
47	73	90	C	100	100	C	81	83	C	100	84	C	100	92	C	73	82	C	85	91	C	96	81	C	100	90	C	100	100	C	80	78	C	96	74	C	100	90	C	76	90	C	94	90	C
48							88	78	C	88	79	C				77	66	C	73	70	C				83	55	C	72	52	C	62	72	C				51	35	NYC	74	50	C	80	90	C
49	73	87	C	89	77	C	79	81	C	91	79	C	92	60	C	78	82	C	78	80	C	84	82	C	97	85	C	100	82	C	86	80	C	84	70	C	76	80	C	60	68	C	86	80	C
50										97	76	C	96	88	C	67	53	C	89	76	C	86	91	C	93	81	C	100	77	C	94	76	C	83	77	C	100	78	C	70	80	C	96	80	C
51	62	77	C	100	90	C	81	80	C	88	79	C	96	80	C	63	73	C	83	74	C	88	78	C	72	100	C	95	82	C	86	75	C	93	77	C	100	78	C	64	75	C	90	90	C
52	79	23	NYC	100	100	C	82	81	C	95	79	C	100	66	C	60	63	C	94	74	C	96	91	C	97	72	C	100	80	C	96	65	C	96	60	C	100	20	C	84	85	C	86	32	NYC
53	80	79	C																																										
54	87	87	C	100	85	C	81	83	C	100	81	C	100	87	C	90	70	C	91	70	C	98	85	C	98	77	C	90	79	C	98	63	C	99	70	C	100	73	C	70	64	C	94	80	C
55	67	87	C	100	100	C	84	82	C	100	82	C	100	90	C	60	52	C	78	80	C	90	86	C	86	74	C	81	64	C	58		NYC	75	90	C	98	75	C	84	90	C	86	0	NYC
56																			83	60	C	92	78	C	87	76	C	90	55	C	86	78	C	59	60	C	100	77	C	60	65	C	82	100	C
57																						90	0	NYC	91	0	NYC				34		NYC	31		NYC	60		NYC	54		NYC	88	0	NYC
58																77	55	C	87	0	NYC																							
59										68	0	NYC																0	59	NYC				83	65	C				50		NYC	90	90	C
60	72	77	C	100	100	C							98	51	C	79	51	C	77	66	C	76	84	C	88	72	C							90	60	C	94	##	C	76	75	C	80	73	C
61		84	NYC	100	74	C	84	79	C	82	73	C	88	70	C				71	66	C	86	80	C	74	71	C	85	89	C	64	75	C	94	63	C	78	60	C	70	50	C	78	80	C
62	72	83	C	97	73	C	96	83	C	92	72	C	100	56	C				84	76	C	94	92	C	98	85	C	100	63	C	100	75	C	95	75	C	100	75	C	70	70	C	88	90	C
Total Registered			41			41			36			41			38			39			50			48			45			43			46			46			46			48			48
Total Failed			3			2			0			3			1			1			7			4			4			1			4			7			8			6			5

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ANNEXURE SEVEN PART B: DRAKENSTEIN'S ENTIRE GROUP RESULTS (EXCLUDING OUTLIERS)

| DRAKENSTEIN MUNICIPALITY (ALL LEARNER'S RESULTS: EXCLUDING OUTLIERS) | | |

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ANNEXURE SEVEN PART B: DRAKENSTEIN'S ENTIRE GROUP RESULTS (EXCLUDING OUTLIERS) CONTINUED

| DRAKENSTEIN MUNICIPALITY (ALL LEARNER'S RESULTS: EXCLUDING OUTLIERS) | | |

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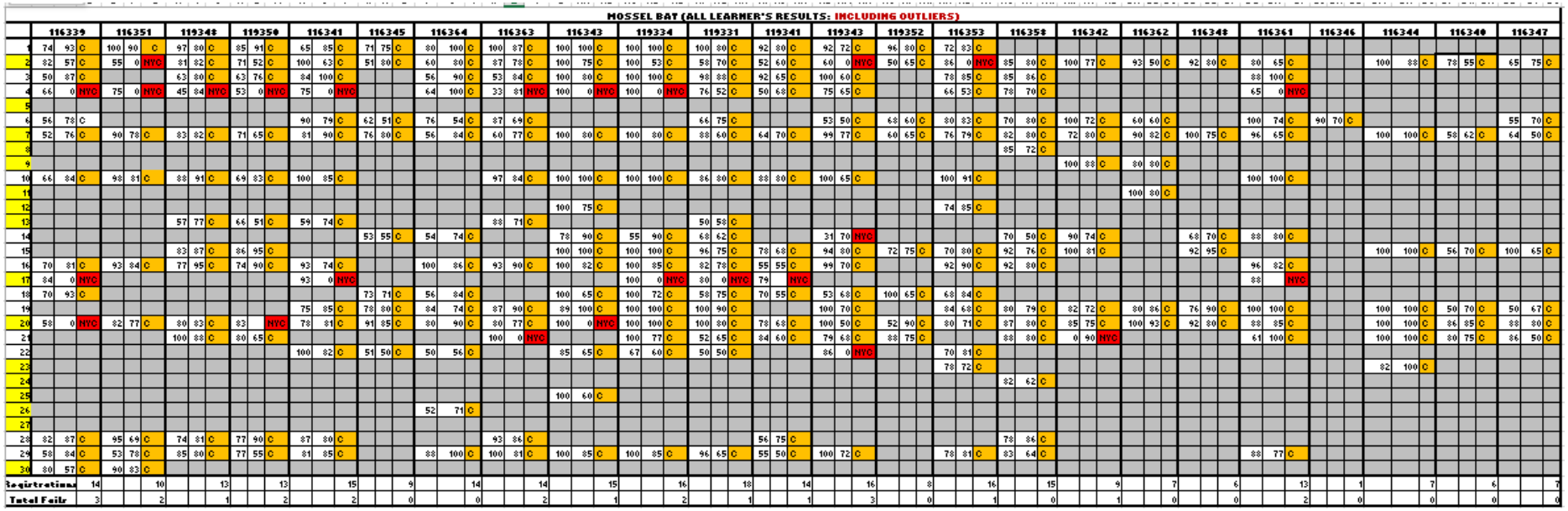
ANNEXURE EIGHT PART A: MOSSEL BAY'S ENTIRE LEARNERS RESULTS (INLCUDING OUTLIERS)



MOSSEL BAY (ALL LEARNER'S RESULTS: INCLUDING OUTLIERS)

| | 116339 | | | 116351 | | | 119348 | | | 119350 | | | 116341 | | | 116345 | | | 116364 | | | 116363 | | | 116343 | | | 119334 | | | 119331 | | | 119341 | | | 119343 | | | 119352 | | | 116353 | | | 116358 | | | 116342 | | | 116362 | | | 116348 | | | 116361 | | | 116346 | | | 116344 | | | 116340 | | | 116347 | | |
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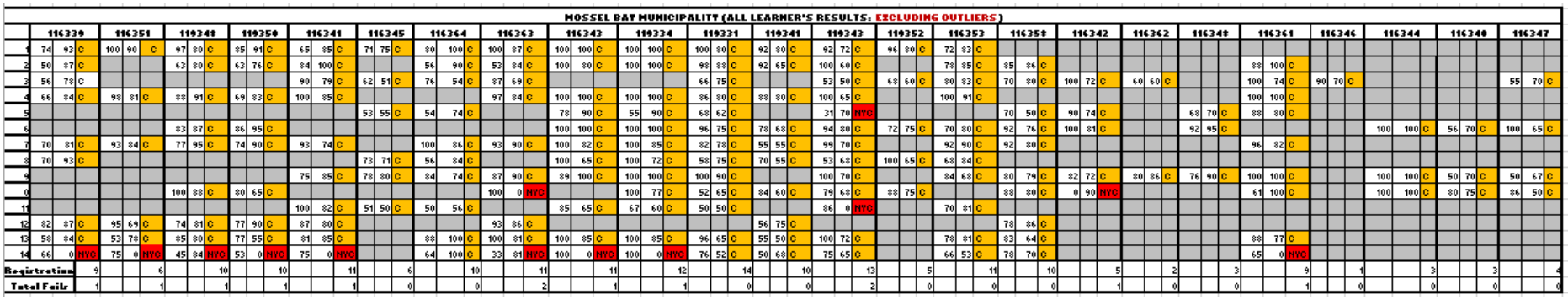
ANNEXURE EIGHT PART B: MOSSEL BAY'S ENTIRE LEARNERS RESULTS (EXLCUDING OUTLIERS)



MOSSEL BAY MUNICIPALITY (ALL LEARNER'S RESULTS: EXCLUDING OUTLIERS)

| | 116339 | | | 116351 | | | 119348 | | | 119350 | | | 116341 | | | 116345 | | | 116364 | | | 116363 | | | 116343 | | | 119334 | | | 119331 | | | 119341 | | | 119343 | | | 119352 | | | 116353 | | | 116358 | | | 116342 | | | 116362 | | | 116348 | | | 116361 | | | 116346 | | | 116344 | | | 116340 | | | 116347 | | |
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